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ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for October 1-29, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: nuclear accident in Japan (October 1); debate over the nuclear Test Ban Treaty, Supreme Court in session, MCI takeover of Sprint, new space discoveries, and Chechen conflict (October 4-8); Comprehensive Nuclear Test Ban Treaty, population growth and its impact on natural resources, Pakistan coup, Pakistan's new military rule and the country's economic status, and Pakistan's political power transferred (October 11-15); Pakistan coup and General Musharraf, independent counsel, Indonesia elections, Elizabeth Dole quits presidential race, and oldest dinosaur fossils uncovered (October 18-22); Pat Buchanan Reform Party presidential nominee, death of Payne Stewart, New Hampshire Town Hall Meeting and political differences between Gore and Bradley, positions of Gore and Bradley on issues at the Town Hall Meeting, Dartmouth Town Hall Meeting II (October 25-29). (AEF)

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CNN Newsroom Classroom Guides
October 1999

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CNN NEWSROOM Guide

October 1, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:15... 03:00
Top Story ... 02:55... 05:55
Japan deals with its worst nuclear accident.

YOUR DAILY DESK ... 00:35... 06:30
Editor's Desk ... 02:35... 09:05
The invention of photography has changed and influenced people's perceptions of fame.

WORLDVIEW ... 00:30... 09:35
Who's Who? Tibet ... 08:10... 17:45
Tibet struggles for religious freedoms as China continues its vigilance against the Dalai Lama.

NEWSROOM CHRONICLE ... 00:40... 18:25
Viviendo en America: Part III ... 06:30... 24:55
As the number of Hispanics grows, there are renewed calls to make English the official language of the U.S.

Viviendo en America: Extra ... 02:05... 27:00
A teenage volunteer offers her unique perspective on "English Only."

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Nuclear Accident

1. Where in Japan did this nuclear accident occur? How did the accident happen? How did Japanese authorities respond to it?

2. What is fission? How did the levels of radiation released in this accident compare to those measured at Chernobyl and Three Mile Island? Why is the Tokaimura facility an unlikely place for

a nuclear accident? What is a criticality accident? Why were the people around this facility less at risk than those around Three Mile Island?

3. What facilities similar to Tokaimura exist in the U.S.? If one of these facilities suffered the fate of its Japanese counterpart, are nearby communities prepared? Explain. What is FEMA, and what are the agency's plans in the event of a nuclear accident?

4. What are students' impressions of nuclear power? Do they understand how it works? Do they think it is safe? Have them work in groups to research nuclear power and the role of uranium in the process. Share group findings. Discuss the reason why the Tokaimura accident is significant, and whether students would consider living within a few miles of a nuclear facility of this type.

LINKS:
http://cnn.com/WORLD/europe/9909/30/BC-NUCLEAR-ACCIDENTS.reut/
http://cnn.com/ASIANOW/east/9909/30/japan.nuclear.06/
http://www.uilondon.org/index.html
http://www.uilondon.org/gloss.htm

EDITOR'S NOTE:
radiation
uranium
nitric acid
fission
Three Mile Island
Chernobyl
neutron
meltdown

YOUR DAILY DESK

Editor's Desk : Fame After Photography

1. In what ways have photographs and the subject matter of photography changed over the years? How do the images of older Hollywood stars compare to ones you see today? What does it mean to "have fame thrust upon" someone?

2. What is the name of the new photography exhibit at New York's Museum of Modern Art? What do you think it means? Explain Andy Warhol's comment that "One day everyone will have their 15 minutes of fame." Do you think that the sheer amount of film and photography that we see everyday has the effect of obscuring fame? Why or why not? What do you think that someone would have to do today to receive the kind of recognition that past stars received?

3. Challenge each student to collect photos of people from magazines he/she can use to make a collage depicting a particular theme that photography can evoke: stardom, courage, popularity, artistry, etc. Have students present their collages and explain their choices.

LINKS:
http://www.moma.org
http://www.nmpft.org.uk/home.asp
http://www.kbnet.co.uk/rleggat/photo/
http://www.si.edu/nmah/ve/maroon/

EDITOR'S NOTE:
daguerreotypes
Museum of Modern Art
Tinsel Town
Andy Warhol

WORLDVIEW

Who's Who? Tibet : Who's Who? Tibet

1. Why are so many military police assigned to various places in Tibet, such as a bridge in Lhasa? Why would they question a man who is scattering his relative's ashes in the river? What makes 1999 an especially sensitive year in Tibet? What does the Dalai Lama claim to want of China? What do the Chinese say he wants?

2. Why do you think it is important to the Chinese government that monks and nuns denounce the exiled Dalai Lama and support their Panchen Lama? Does communism support religious beliefs? Explain. Why are China's leaders so involved in the religious decisions of Tibet? Do you think that they fear the Tibetan religion? Why or why not?

3. In the news story, a Tibetan Communist Party official says, "In any country, separatist activities are not allowed because they endanger national security." Do you think that a government should be allowed to repress a religious group because that group disagrees with some governmental policies? If no, why not? If yes, in what situations, and to what extent should they be allowed to restrict religious practice? Do you think that a religion can "endanger national security"? Explain.

4. Human rights activist Bob Brown says in the story, "I feel ashamed to be part of a parliament which has a government entering into bilateral talks to take the issue of Tibet off the agenda, while our governments talk money and trade with China and say that we're dealing with civil rights over there..." Do you think that the human rights situation should have an impact on the relationship between your country and China? State your rationale.

5. Have students learn more about the Dalai Lama and the religion of Tibet. Ask them to write essays that consider the ways in which China's leaders might feel intimidated by the Dalai Lama and his followers. What could these dissatisfied people do to the government of China? What if that which China dreads, Tibetan independence, came to pass? In what ways could that negatively affect the People's Republic of China?

LINKS:
http://www.tibet.com/NewsRoom/us-visit-10.html
http://www.tibet-society.org.uk/pbackground.html
http://www.pbs.org/wgbh/pages/frontline/shows/tibet/china/
http://www.savetibet.org/
http://www.s2f.com/stanmeyer/dalai/dalai.html

EDITOR'S NOTE:
Lhasa
Tibet
Dalai Lama
national security
Panchen Lama

NEWSROOM CHRONICLE

Viviendo en America: Part III : Viviendo en America: Part III

1. Who is Mauro Mujica? What cause is he championing? What is the name of the organization he heads? Why is he pursuing this cause? According to Mr. Mujica, why is the need for "official English" obvious? Do you find any irony in Mr. Mujica's position? Explain.

2. Do all Hispanics in the U.S. agree with Mauro Mujica? Explain. What organization does Beatriz Lopez-Flores represent? What are her objections to the "English Only" position?

3. Does the U.S. Constitution say anything about an official language? Explain. Were there ever concerns about English being "wiped out" by immigrants? Explain. To what issue is the debate over official English tied? Why do you think this is so?

4. What is assimilation? Mr. Mujica says that by not forcing immigrants to learn English, the U.S. Government is slowing down the process of assimilation. Ms. Lopez-Flores says that the "English Only" movement is about depriving non-English speaking citizens of their right to vote as informed, intelligent people. Ask students how important they think it is for immigrants to assimilate: Do they feel assimilation deprives a people of its culture and language? Does assimilation negate diversity? Do students think naturalized citizens should be allowed to participate in the political process in their native languages? With what aspects of each side's argument do the students' agree/disagree? After a brief discussion, direct students to write essays stating their positions on the "English Only" debate.

5. How are both sides of the "English Only" debate trying to get their ideas turned into policy? When different interest groups in your area are lobbying political leaders and the public, and what do they do to try to get elected officials to implement their agendas? Refer students back to the video and point out the instances where the leaders of these movements are lobbying elected officials and the public. Challenge groups of students to find other examples of lobbying and explain who is doing the lobbying and what the ultimate goal of this action is.

LINKS:
http://www.us-english.org/
http://www.latinolink.com/news/news97/0320NMAL.HTM
http://www.us-english.org/incindex.html
http://ourworld.compuserve.com/homepages/JWCRAWFORD/updates.htm
http://www.epn.org/prospect/33/33nunbnf.html
http://www.udayton.edu/~health/annotate/97demora.htm
http://www.lalc.k12.ca.us/essay/7_31/engclass.html
http://www.nea.org/society/engonly.html

Viviendo en America: Extra : Viviendo en America: Extra

1. Explain why 16-year old Eva Ruis knows how Hispanic immigrants in Atlanta feel. What is she doing to help them? Does Eva believe that her students would be better off if they were forced to learn English? Why/why not? What is their primary incentive for wanting to learn English? Why is Eva proud of her students?

2. How does Eva Ruis feel about the idea of making English the official language of the U.S.? Why do you think she believes this might both help and hurt those she teaches? If Mauro Mujica and Beatriz Lopez-Flores could speak with Eva, what do you think each would say to try to pursuade her to join one side or the other?

LINKS:
http://ourworld.compuserve.com/homepages/JWCRAWFORD/
http://www.womenswire.com/backtalk/englishonly.html

EDITOR'S NOTE:
U.S. English
"English Only"
MALDEF
bilingual
assimilation
diversity
immigration

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 4, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:15... 03:00
Top Story ... 02:20... 05:20
Washington prepares for a showdown over the future of nuclear weapons testing.

YOUR DAILY DESK ... 01:25... 06:45
Environment Desk ... 01:40... 08:25
The world's population is approaching a staggering 6 billion.

WORLDVIEW ... 00:45... 09:10
Wild Kingdom ... 03:00... 12:10
Maltese hunters oppose regulations aimed at saving the fabled falcon.

FYI: Alaska Bears ... 03:20... 15:30
Daniel Zatz uses advanced technology to bring Alaskan wildlife to the rest of the world.

Fast Fact ... 01:45... 17:15
An ostrich farmer finds an unusual way to make money.

Check It Out: Tiger Balm Gardens ... 03:25... 20:40
The Tiger Balm Gardens in Hong Kong will be replaced by luxury apartments.

NEWSROOM CHRONICLE ... 00:30... 21:10
Oseola McCarty ... 06:20... 27:30
Oseola McCarty's humble existence did not stop her from a life of philanthropy.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Nuclear Test Ban Treaty

1. Who are the "players" in the current debate over the Comprehensive Test Ban Treaty? Why are some Senate Republicans opposed to the treaty? When did the U.S. conduct its last nuclear test? What is a moratorium? Which U.S. president initiated the nuclear testing moratorium? How long has the treaty been awaiting ratification by the Senate? Why is it up for a vote now?

2. Cite some arguments by Republican Senators and the White House against and in favor of this treaty. How do most members of the scientific community feel about the treaty? How many of the 44 nuclear-capable nations have ratified this agreement? Name some nuclear powers who have not ratified it. Do you think a U.S. Senate decision to ratify or to reject could have an effect on what these nations will do? Explain.

3. What does "bipartisan" mean? Why do you think President Clinton calls the test ban a "bipartisan issue"? In your opinion, is any treaty that addresses the issue of global disarmament worth ratifying? Why/why not?

4. Inform students that President Clinton was the first world leader to sign the Comprehensive Test Ban Treaty when it was agreed upon in 1996. Ask students why the treaty is not binding at this point. Refer them to a copy of the U.S. Constitution and have them locate the Article and Section whereby the Senate is given authority to ratify treaties. Discuss why the Constitution's Framers dedicated this power to the Senate and not the Executive Branch.

5. In small groups, have students conduct research to learn more about the Comprehensive Test Ban Treaty. Share group findings and discuss possible benefits and drawbacks of the agreement. Then have each student write an opinion paper in response to the question "Does the Comprehensive Test Ban Treaty enhance or threaten U.S. national security?"

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/01/test.ban/
http://www.acda.gov/treaties/ctbtsigs.htm
http://www.ucsusa.org/arms/ctbt.top.html
http://www.ucsusa.org/arms/ctbt.summary.html

EDITOR'S NOTE:
moratorium
Comprehensive Test Ban Treaty
low-level atomic tests
seismic testing sites

YOUR DAILY DESK

Environment Desk : Year of Six Billion

1. What numerical landmark is the world population approaching? What are some positives and negatives mentioned in the story about reaching this population size? What was Vice President Gore's reaction when questioned about the issue of resource availability? Do you agree or disagree with him? State your rationale.

2. The story mentions that the world's population size indicates more people are living longer and healthier lives. How do you think the two are related? How does the story describe the distribution of wealth among the world's population? Why is this significant for U.S. citizens?

3. This story mentions several world population landmarks. Have your students investigate the mathematical progression of the world's population increase by doing the following:

- Have your students plot the following ordered pairs (x,y) taken from the World Book Almanac, 1997. On your graph, the first number (x) represents the year and the second number (y) represents the world population.
  1. (1650, .5 billion)
  2. (1850, 1 billion)
  3. (1930, 2 billion)
  4. (1975, 4 billion)
  5. (1999, 6 billion)
- Ask students to analyze the pattern of population increases on the graph to extrapolate when the world population will reach 7 billion people.
- Discuss how long it took for the world's population to double in its progression from 1 - 2 billion and from 2 - 4 billion. Using this pattern, have students predict how long it will take for the world to reach 8 billion people.

If there were an animal population such as rabbits or deer that was increasing at this rate, what do you think would happen to bring the ecosystem into balance? Why doesn't this happen with a human population? Explain.

EXTENSION: One recent movement seeking solutions to the problems that occur in a more populous future is called "sustainable development." Have your students investigate sustainable development ideology through the Internet and print media and relate whether they agree or disagree with the movement's core philosophy.

LINKS:
http://www.popin.org/pop1998/
http://www.census.gov/ipc/www/world.html

EDITOR'S NOTE:
environmental science
limiting factor
technology and medicine

WORLDVIEW

Wild Kingdom : Malta Birds

1. Where is Malta? How big is the country? How many birds are estimated to be killed there annually? What has been the result for the Maltese falcon? What is the more common name for this bird? Why is Malta considering a change in its hunting laws? How do the hunters feel?

2. A spokesperson for Malta's Hunting and Conservation Federation says that the hunting practices are traditional and that the practices are due to "a love for the birds." Explain this statement from two points of view, exposing its lack of logic and defending its meaning.

3. Have you ever seen a collection of stuffed animals? Have you learned anything from them? Are there stuffed birds, bear heads, or deer heads in your home or public buildings? Why do you think that people stuff animals? How do you feel about it?

4. Have students learn more about the topics within this news story by researching, either in groups or individually:
   - Malta and its history,
   - The peregrine falcon, or
   - the European Union.

   After they have shared their information, ask them how they might convince hunters to limit their

practices that have stripped their country of Maltese falcons and threaten more bird species.

EXTENSION: Direct interested students to learn more about the 1942 classic movie, "The Maltese Falcon," starring Humphrey Bogart. They may want to rent the movie. Students can write an essay about ways in which the people are depicted and/or the symbolism of the Maltese falcon.

LINKS:
http://www.magnet.mt/
http://www.tidusa.com/PEHP2000/Planet_Earth/countries/malta.html
http://www.discovery.com/indep/newsfeatures/falcon/falcon.html
http://userpage.chemie.fu-berlin.de/adressen/eu.html
http://www.videoflicks.com/vf2/1013/1013139.ihtml

FYI: Alaska Bears : FYI: Alaska Bears

1. What does Daniel Zatz do for a living? How does he connect remote wilderness with advanced technology? What specific projects has he developed? What are the benefits for the rest of the world?

2. Zatz considers himself "an unashamed defender of the environment." What is an environmentalist? Do you consider yourself one? Explain. Zatz also says that his energy is now better spent on positive environmental projects rather than on activities intended to stop people from negatively impacting their surroundings. If you consider yourself to be an environmentalist, what actions do you take to preserve and protect the earth?

3. SeeMore Wildlife Systems has combined the most advanced technology with primitive nature to give people more information about the lives of wild animals. Challenge students to think of other ways in which scientists studying animal behavior have used technology to enhance their efforts. Ask: In what ways can these techniques benefit people and the animals?

   EXTENSION: Interested students can read about the technology involved in Zatz's projects on the SeeMore website. Ask them to present and explain the information to the class so that all have a better understanding of the technology involved in bringing these images to scientists and interested citizens. Discuss the potential for a "virtual travel" market.

LINKS:
http://www.hhmi.org/alaska/
http://www.nationalgeographic.com/bearcam/
http://www.seemorewildlife.com/

Fast Fact : Thai Ostrich Farmer

1. How did Huang Wie Lee earn a living prior to farming ostriches? How had he originally planned to utilize the birds to make money? Why did this fail? How does he currently use ostriches to make an income? How does he supplement this income with ostrich eggs?

2. What other animals do you know of that are trained to fight to entertain people? What are usually the results of these fights? What is it that people might find "entertaining" about these matches? Do you think that animal fights are ethical? Why or why not? With which are you more comfortable: Raising ostriches for meat and leather, or training them to fight people using martial arts skills? Explain.

3. Huang Wie Lee is a great example of an entrepreneur. Explain this term to your class, and direct students to think of other entrepreneurs with whom they are familiar. Ask: What characteristics do entrepreneurs seem to share? Are you likely to be an entrepreneur in your working life? Does this

role appeal to you? Why or why not?

4. Have students learn more about ostriches. They can share information in class. Ask: Now that you know more about these birds, have your opinions about the ostrich fights changed? Why or why not?

LINKS:
http://www.ostrichesonline.com/
http://members.xoom.com/teostrich/ostriches/ostrich.html
http://www.entrepreneurmag.com/entrepreneur.hts

Check It Out: Tiger Balm Gardens : Check It Out: Tiger Balm Gardens

1. Who built the Tiger Balm Gardens in Hong Kong? What was his purpose? What kinds of figures are included in the garden? What do they mean, and how do you think they would cause young children to react?

2. How are people reacting to the upcoming demise of the garden? What will replace it? What do you think is more important: the old garden or new living space for the people of Hong Kong? Defend your answer.

3. Many old buildings and undeveloped fields change in the name of progress. Ask students to think of a place that is no longer what it was when they were young children - a old ball field, for example, or a grandparent's house. Ask them to describe what has become of the place, what memories it held for them, and how they feel now that the place has been developed.

LINKS:
http://dragonnet.hkis.edu.hk/community/families/thornley/hkbgtb.htm
http://www.users.interport.net/~vr/hkpics.html
http://dest-excite.previewtravel.com/DestGuides/0%2C1208%2CEXC_98%2C00.html

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EDITOR'S NOTE:
peregrine falcon
European Union
remote cameras
microwave transmitter
martial arts
Kung Fu
Taoist

NEWSROOM CHRONICLE

Oseola McCarty : Oseola McCarty

1. What was Oseola McCarty's occupation? Locate a definition for the word "philanthropist" and share it with the class. In what way was Ms. McCarty a philanthropist?

2. How have local and national leaders responded to Ms. McCarty's generosity? Of what honor was she most proud? According to Ms. McCarty, in what way was she "rich"? Why did she donate half her life's savings to strangers? How has her philanthropy prompted others to follow suit?

3. What have University of Southern Mississippi students done to demonstrate their appreciation to

Oseola McCarty? Do you find any irony in this honor? Explain. Who was the first recipient of the McCarty Scholarship? How is the scholarship helping her to accomplish her goals? How does she draw on the strength of her new benefactor?

4. Generate a class discussion about philanthropy and the kinds of individuals who usually donate large sums of money for the benefit of others. What do these people have in common? Have students locate information about other philanthropists and compare these people to Oseola McCarty. What makes her effort special? Discuss how her generosity proves that one person can "make a difference."

5. Challenge each student to find one example of an opportunity or facility in your community that exists primarily because of the generosity of one person. Direct students to interview local leaders to learn the stories behind these benefactors and their efforts. Each week, highlight the "Philanthropist of the Week" and share his/her story.

LINKS:
http://www.heartlight.org/motivation/m4m_001.html
http://www.pr.usm.edu/oolamain.htm
http://www.fool.com/Fribble/1997/Fribble970905.htm

EDITOR'S NOTE:
Oseola McCarty
role model
philanthropy
endowment

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 5, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50
Top Story ... 02:20... 05:10
The U.S. Supreme Court begins its session.

YOUR DAILY DESK ... 01:05... 06:15
Health Desk ... 02:05... 08:20
A New York hospital introduces an exercise program to help overweight asthmatic children.

Health Desk Extra: School Milk ... 03:05... 11:25
A Boston legislator is asking for milk alternatives in public schools.

WORLDVIEW ... 00:25... 11:50
Political Front ... 02:50... 14:40
North Korea recognizes the need to open its closed society.

Around the World ... 02:30... 17:10
Adults adopted as children during the Korean War gather to learn from one another.

Taking Care of Business ... 01:40... 18:50
The Sydney Olympics are currently running in the red.

Sports Page: Cuban Athletes ... 02:45... 21:35
Fidel Castro insists on the innocence of Cuban athletes accused of using drugs.

NEWSROOM CHRONICLE ... 00:20... 21:55
Teens and Cosmetic Surgery ... 03:40... 25:35
Some teenagers chose to alter their appearance through cosmetic surgery.

Our World ... 01:50... 27:25
Students in flooded areas of North Carolina return to school and a sense of normalcy.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : In Session

1. What is the Supreme Court? Who makes the decisions rendered by the High Court? Have students use this opportunity to review or research basic information on the mechanics of the Supreme Court, including the number of justices, how its decisions are made, and the meaning of the term "judicial review." Refer to this information in the class discussion of today's Top Story.

2. Why was it surprising that Justice Ruth Bader Ginsburg was present for the first day of the Supreme Court's session? What ceremony did the justices attend on Sunday? Do you feel this is an appropriate mix of "church and state in the name of tradition"? Why or why not?

3. Name the Supreme Court Justices. Do any of them appear ready to step down? Explain. Who is the youngest justice? Which justices seem to hold the key in cases that deal with (a) rights, (b) the environment, and (c) separation of church and state? How would you describe the political leanings of the justices appointed by Presidents Reagan and Clinton? Why is the political makeup of the Court significant?

4. Inform students that the Supreme Court is often called "The Court of Last Resort." Ask them why they think this label applies to the Supreme Court. Have students work in groups to research the role of the Supreme Court as the interpreter of the Constitution. Direct each group to select one landmark case on which the High Court offered its ruling and present information on this case. Discuss the Supreme Court's position in the balance of power among the three branches of the U.S. government.

LINKS:
http://www.fac.org/LEGAL/SUPCOURT/history.htm
http://supct.law.cornell.edu/supct/context.html
http://tlc.ai.org/supctidx.htm
http://www.lawsonline.com/supreme.htm

EDITOR'S NOTE:
Supreme Court
justice
conservative
liberal

YOUR DAILY DESK

Health Desk : Asthma and Obesity

1. What is the leading cause of chronic illness in children? According to health experts, asthma and obesity "form a vicious cycle." Explain the meaning of this statement. What health concerns are associated with obesity and asthma?

2. How do you think having asthma or being obese might impact a person's life? Why do you think some people make fun of people who are obese? Why do you think the number of obese children in the U.S. has dramatically increased? What is your opinion of the Eagle's Circle Program?

3. To enhance your students' understanding about the serious nature of obesity and asthma, refer students the websites below. Here students should find information on the etiology of asthma and

obesity, and the physical and psychological impact of these two diseases. Have students discuss their findings. Next, inform students that the Eagle's Circle Program is based on a holistic approach that employs exercise, nutrition and counseling to treat the individual. Divide your class into three groups to discuss whether a medical, psychological or a holistic approach is most beneficial for treating obesity among asthmatics.

LINKS:
http://www.nhlbi.nih.gov/guidelines/obesity/ob_home.htm
http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma
http://www.lycos.com/health/flash/obesity.html
http://www.lycos.com/wguide/wire/wire_143861_52282_3_1.html
http://www.ama-assn.org/special/asthma/treatmnt/treatmnt.htm

Health Desk Extra: School Milk : Health Desk Extra: School Milk

1. What nutrients do our bodies need for energy, growth and the replacement of tissue? Of these, which does milk provide? Why, then, is State Senator Diane Wilkerson asking for milk alternatives in Boston's public schools?

2. How do some minority students fare with milk? What problems do many minority (as well as other) students have with milk? What alternatives are available?

3. What is the good news/bad news about milk? Challenge students to work in groups to learn more about the benefits and downsides of milk products. Have each group present its findings. As a class, discuss the symptoms and consequences of lactose intolerance and milk allergies, and the possibility of milk's connection to other diseases and conditions. Do students think Ms. Wilkerson's idea is a sensible one? Why/why not?

   EXTENSION: As a class, consider the argument by some that the U.S. dietary guidelines are racially biased. Have students locate information on dietary guidelines for student lunches and determine whether there could be any other racial or culturally-based problems with the foods the government believes are good for students.

LINKS:
http://acsh.org/publications/reports/milkado.html
http://www.fortunecity.com/littleitaly/calabria/138/nutrition/vegetarian/disadvantagemilk.html
http://www.minorities-jb.com/asian/lifestyles/diet5b.html

EDITOR'S NOTE:
chronic illness
asthma
sedentary
lactose intolerant
enzyme
calcium
osteoporosis

WORLDVIEW

Political Front : North Korea Jitters

1. What are the two faces of North Korea? What details exemplify these sides? Why would North

Korea want to convince the U.S. that it is reforming its social rules? What is a new piece of evidence that indicates relaxation of social codes?

2. Who is Kim Jong Il? Why would he want to loosen the U.S. sanctions on North Korea? What kind of deal has been suggested with Washington to further Kim Jong Il's goal?

3. Using the websites listed and other resources, challenge students to learn about the current relations between North Korea, South Korea, and the United States. Ask: Why would North Korean leaders be willing to negotiate and loosen their strict regulations at this time? In what ways can such a policy change benefit citizens of North Korea?

LINKS:
http://www.tcsaz.com/koreanwar.html
http://cnn.com/ASIANOW/east/9909/22/bc.koreas.us.ap/index.html
http://cnn.com/ASIANOW/east/9909/21/bc.nkorea.us.sanctions.ap/index.html
http://dailynews.yahoo.com/h/nm/19990919/ts/korea_usa_13.html
http://lcweb2.loc.gov/frd/cs/kptoc.html
http://www.koryogroup.com/asl/report.html

Around the World : Korean Adoptions

1. When did U.S. couples begin to adopt Korean children? Who was largely responsible for this opportunity? Why do you think that this gathering of first generation Koreans adopted into the U.S. is significant to those involved?

2. Imagine being adopted into a family living in China, Korea, or Japan. What do you think that some of the adjustments would be for you?

3. Have students reflect on world situations and find out from which countries U.S. couples are adopting children. If possible, locate people in your community who have adopted children from other countries to speak to your class. Ask students to formulate questions regarding the difficulties each couple went through to adopt as well as cultural changes to which the children needed to adjust.

LINKS:
http://www.adoption-service.com/frame1.html
http://members.aol.com/vidaadopt/vida.html
http://www.tcsaz.com/koreanwar.html

Taking Care of Business : Olympics One Year

1. How much time before the 2000 Summer Olympics in Sydney, Australia? What are the current concerns? How much more money does the Sydney Games Committee need to raise? Which marketers are not worried? Why?

2. Have students study websites dedicated to the Olympics in Sydney. What are some of the attractions? Would they like to go to these Olympics? Why or why not?

LINKS:
http://www.smh.com.au/olympics/guide/index.html
http://www.olympics.com/eng/
http://www.sydney2000.com/

Sports Page: Cuban Athletes : Sports Page: Cuban Athletes

1. When and where did Cuban athletes have their medals revoked? What was the charge? Why is Cuban President Fidel Castro so impassioned about the accusations?

2. Who is Javier Sotomayor? What implications could the drug charges have against the future competitions of the accused Cuban athletes?

3. Besides drug charges, what other problems has Cuba had with athletes? Why do you think that some want to defect? What does Castro have to say about these athletes?

4. About the drug situation, Castro said, "Honor is worth more than life." Have students reflect on this quotation. Ask: What does he mean? Do you agree? Why or why not? Can you think of other situations that illustrate this quotation?

LINKS:
http://www.netreader.com/panam/archives/0806/990806-21.html
http://www.netreader.com/panam/archives/0805/990805-8.html
http://www.netreader.com/panam/archives/0804/990804-6.html
http://www.netreader.com/panam/archives/0801/990801-14.html

EDITOR'S NOTE:
trade zone
Pyongyang
free trade
Kim Jong-Il
Korean War
anabolic steroid
defect

NEWSROOM CHRONICLE

Teens and Cosmetic Surgery : Teens and Cosmetic Surgery

1. Why are so many teens choosing to have cosmetic plastic surgery? What are the most common procedures that teens have performed? What, according to plastic surgeons, are the "right reasons" for teens to choose plastic surgery? Why do most teens need the support of their families? How do they handle explaining their physical changes to their peers?

2. Do you think that you would benefit from cosmetic plastic surgery? Explain. Why would you or would you not choose to undergo the procedures? Do you know any young people that have had plastic surgery? If so, are they glad they chose to have the surgery? Explain. Is plastic surgery a topic of discussion among your peers? Why or why not?

3. How important do you think it is to conform to your society's standards of physical beauty? Do you believe that being physically attractive makes a difference in your personal life? In the business world? Why or why not? Why do you think that people are so consumed with being physically beautiful? What do you think this says about modern society?

4. Have students write personal essays beginning with, "If I could change one thing about my appearance, it would be..." Within the essay, have them also address these questions: What is beauty? How important is physical beauty? Do I think I am beautiful? Why or why not? Do I think that I am physically beautiful? Explain.

LINKS:
http://www.facial-plastic-surgery.org/
http://www.surgery.uiowa.edu/surgery/plastic/
http://www.cosmetic-surgery.net/

Our World : Flood Students

1. How is Courtney Smith facing the prospect of going back to school after Hurricane Floyd's floods? Why is she especially anxious to see her friends?

2. Teachers and parents of students whose towns were destroyed by Hurricane Floyd hope that the students' return to school will help them get back to a sense of normalcy. Has your community ever experienced a disaster? If so, how and to what extent did members of your community "return to normal"? Do you think going back to school will help the students of Lenoir County, North Carolina? Explain.

LINKS:
http://cnn.com/US/9910/04/PM-Floyd-Flooding.ap/index.html
http://www.seattle-pi.com/national/flud21.shtml
http://gbgm-umc.org/storms/floyd3.html
http://www.ncdc.noaa.gov/ol/reports/billionz.html

EDITOR'S NOTE:
cosmetic plastic surgery
rhinoplasty
odoplasty
parental consent

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 6, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:05... 02:40
Top Story ... 06:05... 08:45
- MCI Worldcom buys Sprint
- Emerging technologies change the way we live.

YOUR DAILY DESK ... 00:45... 09:30
Business Desk ... 02:35... 12:05
There's an upside to all the Y2K anxiety for some businesses.

WORLDVIEW ... 00:30... 12:35
Who's Who? South Africa Champagne Communist ... 03:25... 16:00
A former South African radical changes his style as an elected provincial leader.

Did You Know? ... 02:15... 18:15
Ex-political prisoner Ahmed Kathrada publishes a book about his life on Robben Island.

Fast Fact ... 03:30... 21:45
They may be tiny, but these miniatures are real works of art.

NEWSROOM CHRONICLE ... 00:30... 22:15
Monica ... 04:50... 27:05
Rhythm and blues teen music star Monica soars to the top yet stays grounded.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Telephone Takeover

1. What is a corporate takeover? What is a merger? What did MCI pay for Sprint? What will Sprint's business add that MCI did not have previously? Why is that important to MCI? Who remains at the top of the telecommunications industry? Under what circumstances might the atmosphere surrounding a corporate takeover be different than the one you see featured in this news story?

2. Challenge students to learn more about the Telecommunications Act of 1996. Ask: Do you think

that this merger is in violation of the spirit of this act? Explain.

3. What lifestyle activities have changed due to emerging electronic technologies? Instruct students to ask people over 40 years of age how cashiers used to check them out, what phones were like, how they did research on high school term papers, how they banked, and how they changed channels on the televisions (and how many channels their TVs received). Using this information, have students write about what they think it would have been like to have grown up in the 1960s, 50s, or even earlier, without the conveniences they now take for granted.

4. Have you bought anything online? What was it, and were you satisfied with the transaction? Why or why not? Would you buy clothes online? Why or why not? What would you and would you not buy over the Internet? Do you think that e-commerce will take over mall shopping? Explain.

5. Have students research the meaning of "Caveat emptor" ("Let the buyer beware.") Ask: Have technological advances made this phrase more or less true than ever? Explain.

6. The news story states, "It's all moving so fast." Certainly it is amazing to think of people who grew up only 20 or 30 years before current high school students as living and acting in ways that are now all but "extinct," as students discovered by answering the question above. Challenge them to conduct surveys of five of their peers and five people their parents' age or older, asking the following questions:
    1. How often do you use the Internet? Daily? Weekly? For what do you use it?
    2. Do you find telephone features such as "caller ID" and "call waiting" to be annoying or helpful?
    3. Do you use or want a cell phone? A cordless phone? Do you remember rotary phones?
    4. Does it bother you that groceries are checked out using scanners, rather than having employees key in the prices? Why or why not?
    5. Are you comfortable with using bank cards and carrying little money? Would it bother you to go live without carrying any money in your pocket, only a bank card? Why or why not?
    6. Does it (or would it) bother you to go to the airport without a paper ticket, but only an electronic reservation? Why or why not?
    7. (For the adults) What other electronic devices can you think of that have altered you life in the past 20 or 30 years? Do you find them helpful, frightening, or annoying? Explain.

    Tally the answers in class, and discuss the results.

LINKS:
http://cnnfn.com/1999/10/05/worldbiz/sprint_mci/
http://www.whatis.com/ta1996.htm
http://www.wcom.com/about_the_company/press_releases/

EDITOR'S NOTE:
corporate takeover
global super-carrier
Telecommunications Act of 1996
merger
e-commerce
wireless industry
mergers and acquisitions
broadband

YOUR DAILY DESK

Business Desk : Y2K Benefits

1. What is the Y2K bug? Explain how Y2K is becoming a major sales opportunity for many hardware stores. According to the video, what "big ticket item" is a big seller? How are some other businesses turning Y2K into opportunity? How does the Y2K bug provide service businesses with an opportunity to impress customers?

2. How could consumers actually benefit from the Y2K scare? What is inventory? What inventory items do you think many hardware stores and other retailers will be carrying at the end of this year? At least one popular convenience store will be enhancing its "Y2K ready" image by carrying extra flashlights, batteries, candles and other emergency items. Do you think this is a wise decision on the part of company executives? Why/why not?

3. Review the economic definition of "demand" presented at the beginning of this video. In class discussion, list those items students believe will be in demand as January 1st approaches. Generate a class discussion about the usual effect of sharply increased prices: What is likely to happen to the prices of these items? Why? Some areas have anti-gouging laws that prohibit sharp increases in price during emergency times. Challenge your students to find out if any such laws exist in your area. Do students think anti-gouging laws are a good idea? Why or why not? Discuss.

4. Emergency items are not the only products that could be profitable as Y2K approaches. Challenge teams of students to go on a consumer scavenger hunt to find other products and services that are benefitting from Y2K. Some examples students might find are Y2K magazines, software, stuffed toys resembling "Y2K Bugs," and so on. When the class reconvenes, have each team present its findings. Which products and services do students predict will be the most profitable? Why?

LINKS:
http://www.year2000.com/
http://www.y2knews.com/
http://www.y2ksupply.com/
http://eljay.holyoak.com/
http://cnn.com/TECH/specials/y2k/stories/y2k.blessing/

EDITOR'S NOTE:
Y2K
inventory

WORLDVIEW

Who's Who? South Africa Champagne Communist : Who's Who? South Africa Champagne Communist

1. Who is Mbazima Shilowa? How was he regarded by many white South Africans during the days of apartheid? What position did he hold at that time? What was his political affiliation? What position does Mr. Shilowa hold now? Why is this significant? Why would his holding this office have been unthinkable a decade ago?

2. According to the video, how have South Africans' perceptions of communists changed? How has Mbazima Shilowa changed? How has his brand of communism "evolved"? Do you think Mr. Shilowa is willing to work with white business leaders in Gauteng? Do you think the white business leaders are willing to accept him? Explain the reasoning behind your answers.

3. In the video we learn that the Communist Party is an active political force in South Africa. What other political parties participate in governing the new South Africa? Have students work in groups

to conduct research on political parties in South Africa and share their findings. South Africa's political system is a multi-party system. Ask students what this means, and how coalition-building could impact South Africa both politically and socially.

LINKS:
http://www.odci.gov/cia/publications/factbook/sf.html
http://www.sacp.org.za/
http://www.africanews.org/PANA/news/19980703/feat3.html

Did You Know? : South Africa Book

1. Who is Ahmed Kathrada? How old was he when he was sentenced to life in prison? What other famous political prisoner was sentenced along with him? Where was the group of prisoners sent?

2. How has Ahmed Kathrada immortalized his prison experience? What is the title of this book? Describe the conditions for prisoners on Robben Island. When was Mr. Kathrada released from prison? What position did he hold in Nelson Mandela's administration? What job does he hold today?

3. Use this opportunity to familiarize students with apartheid and its effects on the people of South Africa. Have students use the Internet, textbooks and other resources to learn more about apartheid. How and when did apartheid end in South Africa? In the video we learn that Robben Island is seen as a symbol of injustice for many South Africans, but for Ahmed Kathrada it is viewed as "a triumph of the human spirit over the forces of evil." Why do students think he feels this way?

LINKS:
http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html
http://www.robben-island.org.za/index.htm
http://www.places.co.za/html/robin_island.html
http://www.wcape.school.za/sggs/risland/main.htm

Fast Fact : Hong Kong Miniatures

1. Why did Robert Piccus get into the business of Asian miniature art? What kinds of items does he have on display? What makes the Chinese miniature furniture unique? Why are some of the miniatures so expensive?

2. Detail is often a prime factor in determining the value of miniature collectibles. Ask students to find another example of a detailed miniature and report back to the class on the item, its features and its cost/value. Are students surprised that some of these items are relatively expensive? Generate a discussion about craftsmanship and the value of handmade items in a "mass-produced" modern world.

LINKS:
http://www.virginia.edu/~bayly/realms.html
http://www.miniature.net/FromTheHeart/sale4.htm
http://fine-art-miniatures.com:8080/servlets/fam/famDB?home.html

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EDITOR'S NOTE:
apartheid
Robben Island
artisan
indigenous

NEWSROOM CHRONICLE

Monica : Monica

1. When did Monica begin performing? How old was she when her first hit reached number one status on Billboard's R&B chart? What musical accomplishments has she had since that time? Who does she credit for helping her to remain a caring, productive citizen rather than letting success go to her head? Why?

2. How does Monica characterize herself? Do you agree with her self-evaluation? Why or why not? What advice does she give to her peers? Do you agree with it? Explain. What does she hope to impart to female listeners?

3. At what age did Monica graduate from high school? What was her GPA? How does she feel about further education? Does this surprise you? Is there a stereotype of teen musicians that Monica's accomplishments contradict? If yes, what is it?

4. The news feature indicates that Monica possesses a unique style. If students are unfamiliar with her music, ask a student that owns one of her CDs to bring it in and play appropriate clips to the class. Discuss her music: the sound, genre, lyrics, instruments, and tone. Ask students whether it is hopeful and optimistic as she seems to be. What message is she trying to get across? Is she successful in her music? Why/how or why not? If any students have a favorite song by Monica, ask them to present it to the class and explain its significance to them. See if other students have different favorite musicians, and ask them to compare or contrast their music to Monica's. What attracts them to these musicians?

LINKS:
http://www.aristarec.com/aristaweb/Monica/info.html

EDITOR'S NOTE:
diva
Grammy
rhythm and blues

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 7, 1999

Next week don't miss as CNN Newsroom features reports by the international Student Bureau, for and about students.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40... 02:15
Top Story ... 01:35... 03:50
Astronomers find that galaxies, too, fight the battle of the bulge.

New Moon ... 00:50... 04:40
Scientists discover a moon orbiting an asteroid between Mars and Jupiter.

YOUR DAILY DESK ... 00:40... 05:20
Science Desk ... 02:20... 07:40
Fuel cell cars fueled, in part, by gasoline are being tested

Science Extra: New Car Gadgets ... 03:15... 10:55
New car extras keep drivers informed and passengers entertained.

WORLDVIEW ... 00:35... 11:30
Top of the World ... 02:20... 13:50
Hawaii tries to brighten its economic future after several dismal years.

Taking Care of Business ... 02:10... 16:00
Illegal logging threatens Indonesia's orangutan habitat.

Inside North America ... 02:45... 18:45
An investment banker and a social worker join forces to renew Harlem's neighborhoods.

Artistry in Action: Chinese Artist ... 02:25... 21:10
A crumpled sheet of paper is gold dust to one Hong Kong artist.

NEWSROOM CHRONICLE ... 00:40... 21:50
New Physical Education Classes ... 02:05... 23:55
Students are motivated by competing against themselves.

Our World ... 03:20... 27:15
California universities anticipate enormous growth in college enrollments.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : New Space Discoveries

1. What have astronomers discovered about galaxies? What telescope was able to detect this? What are the implications?

2. Does the Milky Way's shape indicate that it is old or young? Explain. How might this latest discovery help astronomers in their research?

3. Challenge students to learn more about the Hubble Telescope and the ways in which it differs from conventional telescopes. Have students create presentations using diagrams or essays that illustrate its uniqueness and reasons that it can deliver information that other telescopes cannot.

LINKS:
http://oposite.stsci.edu/pubinfo/pr/1999/34/
http://www.discovery.com/area/specials/hubble/hubble1.html
http://www.geocities.com/Athens/Delphi/1930/index.html

EDITOR'S NOTE:
Hubble Space Telescope
galaxies
cosmology

YOUR DAILY DESK

Science Desk : Fuel Cell Car

1. How do fuel cell vehicles compare to previous electric car designs in the areas of mileage per charge, electricity source and type of battery? Although the filling station mentioned at the beginning of the story installed liquid and gaseous hydrogen pumps, what fuel will future versions of the fuel cell vehicle be able to use? How is this an advantage to consumers?

2. What is the timetable for development of these vehicles? Who plans to produce them? How does the manufacturing cost of fuel cell vehicles compare with cars on the road today? What do you think might bring that price down? What is the exhaust given off by fuel cell vehicles? How does this compare with today's internal combustion engine vehicles? Do you think today's consumers would be willing to pay a higher price for a car that is more environment friendly? Explain.

3. Challenge your students to learn the similarities and differences between internal combustion engine vehicles, electric vehicles and fuel cell vehicles. Divide the class up into three large groups. Assign each group one of these three topics: internal combustion engine vehicles, electric vehicles, fuel cell vehicles. Tell each group that they are going to give a presentation that will help the rest of the class understand how their vehicle's propulsion system works. To do this they will need to research and explain the types of fuel their vehicles use, how the fuel energy gets translated into energy of motion and what causes the motor to turn the wheels. The first website below has ample explanations of each propulsion system. Explain to each group that they will need to supply at least one drawing, one model and a photocopy-ready handout for their presentation. Have each group give its presentation. After all groups have presented, discuss aspects that were similar and different

among the three propulsion systems and which system the students feel will become prevalent in the future.

LINKS:
http://mano.icsd.hawaii.gov/dbedt/ert/activitybook/fs-fuelcell.html
http://members.tripod.com/trucks/engines.html

Science Extra: New Car Gadgets : Science Extra: New Car Gadgets

1. What new features are offered in some cars this year? What do these extras cost? Which of the features would you like to have, and why?

2. Producers of these features claim that the extras are not safety hazards, as the entertainment features cannot be viewed by the driver. After viewing the news feature, what do you think: would they distract you as a driver, or not? Explain.

3. What do you think about extra activities many drivers currently do, such as talking on a cell phone or changing a CD player: are they dangerous distractions that cause more accidents? Have students do research to see if they can find any statistics that back their opinions.

4. Challenge students to think of features they would like to see in cars of the future. While they may seem unlikely today, many of today's devices seemed impossible in past years. Have students share their ideas and the ways in which they think these inventions would benefit consumers.

LINKS:
http://www.navtech.com/market/autopc.html
http://www.directories.mfi.com/embedded/ce/artic_05.htm
http://www.handheldpcmagazine.com/prod/h-autopc.htm

EDITOR'S NOTE:
fuel cells
carbon monoxide
auto pc system
in-vehicle systems

WORLDVIEW

Top of the World : Hawaiian Economy

1. What industry became Hawaii's biggest employer in the 1970s? Why has tourism in Hawaii declined in recent years? What crop was once extremely important to Hawaii's economy? Why are Hawaiian farmers now looking to new crops to replace sugar? How has the demise of sugar changed Hawaii?

2. What crops and plants are slowly replacing sugar in Hawaii? Of these, which do you think could be the most profitable? Why?

3. In 1998 the Governor of Hawaii's Economic Revitalization Task Force issued its recommendations on turning the state's economy around. Students can find this information in the first website below. Divide the class into groups and have each conduct research to learn more about Hawaii's natural resources and industries. Have each group use what it has learned to help compose an economic plan of action for Hawaii's future. In their plans groups will want to address the crops, products,

services and attractions they believe will generate the most revenue for Hawaii and how to best develop these. Have groups share their plans with the class.

LINKS:
http://www.hawaii.gov/dbedt/hecon.html
http://www.house.gov/abercrombie/realtors.htm
http://www.ravc.com/tstax.htm
http://www.boh.com/new/990125.asp

Taking Care of Business : Indonesia Logging

1. According to wildlife investigators, how is Indonesia's government responding to illegal logging in its national parks and forests? What species is in danger as a result of this logging? How has the situation impacted the global orangutan population over the past decade?

2. Group students. Assist each group in conducting research to learn more about organutans and their habitat. Share group information in class discussion. Direct each student to write an essay explaining how continued illegal logging could impact both the species, its habitat, and the entire ecosystem of this region of the world.

3. Take this opportunity to review recent political events in Indonesia. In the video we learn that the illegal logging continues because the government is not enforcing environmental laws. Why do students think this is so? How might other problems in front of Indonesia's government divert attention from environmental concerns? Discuss reasons why the environment is often less of a priority for a nation in political turmoil. What do students think can be done to reverse this trend in Indonesia?

LINKS:
http://www.animalwelfare.com/wildlife/q47-1ora.htm
http://www.seattletimes.com/news/nation-world/html98/altoran_080298.html
http://www.discovery.com/cams/orang/orangmain.html?ct=37de7299
http://www.discovery.com/stories/nature/orangs/logging.html

Inside North America : Harlem Renewal

1. Where is Harlem? How would you describe the condition of some of its buildings seen in the video? What have Bill Ruane and Ann Hamm done to help Harlem residents? How have their actions restored a "sense of hope" for the residents?

2. What problem did Mr. Ruane and Ms. Hamm encounter as they set out to help? Why do you think many residents did not trust them at first? Besides renovating buildings, how have Mr. Ruane and Ms. Hamm improved the quality of life for some of Harlem's residents?

3. Challenge students to learn more about Harlem's rich history and culture. Assist them as they search the Internet and other resources to learn more about the Harlem Renaissance, including its music and literature, and the unique ethnic flavors of its neighborhoods. Have groups of students offer multimedia presentations on their findings.

LINKS:
http://www.harlemlive.org/
http://www.harlem.org/greatday.html
http://www.encarta.msn.com/schoolhouse/harlem/harlem.asp?MSID=BCE105DCEE0C11D28F9500805F

Artistry in Action: Chinese Artist : Artistry in Action: Chinese Artist

1. How would you describe Tung Hing Yee's art? From what traditional kinds of art does he draw his inspiration? Describe the process he undertakes to create a work of art.

2. Tung's creative process is based in part on the batik process. What is batik? Have you ever seen batik fabric or art? If so, what did you think of the design?

LINKS:
http://pages.prodigy.com/IL/mi/
http://www.bigonbatik.com/about.htm
http://www.androsia.com/

EDITOR'S NOTE:
Hawaii
primate
renovations
batik

NEWSROOM CHRONICLE

New Physical Education Classes : New Physical Education Classes

1. How would you define "new PE"? Do you think that it seems more motivating than traditional phys. ed. classes? Why or why not? If not, do you think it would appeal more to some students than to others? Who might those students be, and why? Which students can become discouraged by traditional PE classes?

2. Are you required to take physical education classes? What do you like about them, and what do you dislike? Do you think that PE classes should be required? Why or why not?

3. Do you think that you are physically fit? Do you think that it is important to be so? Why or why not?

4. The idea of competition is a major factor in this news feature. Ask students to think about the positive and negative aspects of competition in both school and extracurricular activities. Have them make lists of both aspects and compare their ideas with the rest of the students in class. Discuss the following: Are the students in your school competitive academically? Are they competitive in sports? Arts? What kinds of blends between competition and non-competition can they imagine to include and motivate all students?

LINKS:
http://pe.central.vt.edu/
http://www.temple.edu/education/PE/

Our World : Enrollment Explosion

1. How many students are expected to enroll in California universities by 2010? How much of an increase is that over present enrollment figures? Why are some parents of young children worried about this increase?

2. How is California planning to meet the needs of the increased demand? How would you feel as a college student if you had to attend summer classes or attend an Internet class from your home?

3. If you are planning to attend a college or technical school after graduation, do you worry about being accepted into the school of your choice? Do you know what to do to enhance your chances? What do you know about the methods and quality of education at those institutions of higher learning that you would like to attend?

4. Invite a guidance counselor or independent college counselor to talk with your class about colleges and universities and the ways in which early preparations can help them get to the school of their choice. Have your students brainstorm questions to ask ahead of the presentation. After the session, ask students to write an essay about their plans after they graduate from high school and the steps they are taking to ensure their success.

LINKS:
http://www.college-prep.com/
http://familyeducation.com/topic/front/0,1156,1-7977,00.html
http://www1.kaplan.com/

EDITOR'S NOTE:
new PE
personal standards
heart rate monitors
sedentary
GPA - grade point average

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 8, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 03:40... 06:00
Thousands of Chechens flee amid fears of a renewed war.

In The Headlines ... 02:35... 08:35
VICTORY FOR VAJPAYEE

YOUR DAILY DESK ... 00:35... 09:10
Editor's Desk ... 03:00... 12:10
Standup comedy takes both work and innate talent.

WORLDVIEW ... 00:35... 12:45
Communication Transformation: Britain Books ... 02:50... 15:35
Bookstores become creative to capture customers.

NEWSROOM CHRONICLE ... 00:45... 16:20
Viviendo en America: Part IV ... 06:45... 23:05
Opportunities for Latino actors in Hollywood are limited.

Viviendo en America: Extra ... 03:50... 26:55
Teenagers in East L.A. reject preconceived notions about their hometown.

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Chechen Conflict

1. Why are Chechens leaving their homes in large numbers? Where are they going? Why are Russian tanks securing positions around the Chechen capital, Grozny? What latest charge has been leveled against the Russian military by the Chechens? How have Russian authorities responded?

2. Why has the European Union sent a delegation to Moscow? What was Moscow's reaction? What is the significance of this reaction? What has Chechen President Maskhadov done to escalate the mood of confrontation?

3. Russian authorities refuse to accept outside mediation, citing Chechnya as an "internal" problem. Generate a class discussion about the term "sovereignty" and its likely meaning (a) to the Russian authorities and (b) to Chechen leaders. The Russian leaders say they are trying to stop domestic terrorism; Chechen leaders say they are fighting for independence. Do students think the E.U. should intervene in this crisis? Compare the European Union's attempt at mediation here to that of other crises of "sovereignty" in recent years. Should the international community become involved in what is happening in Chechnya? Discuss.

4. Use this opportunity to demonstrate how geography plays a role in a region's changing "political landscape." Have students locate Chechnya on a world map. What is the Caucasus? Discuss how this mountain range might give the rebels an advantage in this situation. Next, divide the class into small groups. Have each choose one rebellion (successful or unsuccessful) at any time in history and conduct research to learn more about the role geography played in that uprising. Share group findings in class. Conclude with a discussion on the possible effects of geography on the Chechen conflict. How might geography make the conflict more than a temporary problem for Russia?

LINKS:
http://www.russiatoday.com/news.php3?id=97290
http://www.maptrade.org/g9503.html
http://coombs.anu.edu.au/WWWVLAsian/VLCaucasus.html#Chechnya
http://www.amina.com/

In The Headlines : In The Headlines

1. Who is Atal Bihari Vajpayee? What were some reasons why many Indians voted for him? According to one voter, what did Mr. Vajpayee's government do last year that made "the whole world take notice"? Why do you think this action would be reason alone for many to cast votes in his favor?

2. The major issues in this election were nationalism, the economy, corruption and relations with Pakistan. Divide the class into four groups and have each choose one issue. Direct groups to research their issues from the perspective of India's voters. Have each group present an analysis of its issue and explain the issue's impact on the outcome of yesterday's vote.

LINKS:
http://cnn.com/SPECIALS/1999/india.elections/
http://cnn.com/ASIANOW/south/9910/07/india.vajpayee/
http://www.emulateme.com/content/india.htm

EDITOR'S NOTE:
propaganda
Chechnya
Aslan Maskhadov
Grozny
Atal Bihari Vajpayee
Pakistan
nuclear devices
coalition

YOUR DAILY DESK

Editor's Desk : The Art of Standup

1. Who are some of the standup comedians featured in this news feature? Do they enjoy their work? What do they say it takes to make it in the world of standup comedy? From where do they get their material? What careers do some of them develop beyond standup comedy?

2. Have you seen any of the featured comedians' appearances or shows on television? Explain. Do you think they are funny? What makes a comedian funny? Do people's opinions differ on what is and is not comical? Do you like standup comedy? Why or why not? If so, what kinds of comedy do you enjoy?

3. Are you good at telling jokes or making people laugh? Can you think of people who make you laugh? Do you think that this is an important talent for people to share when they have this kind of skill? Explain. If you are not especially good at comedy, what are some of your natural talents? In what ways do you use and share them?

4. If any students are interested in performing as comedians, allow them a few minutes to entertain the class (provided, of course, you have prescreened their "material.") Have students further discuss the role of comedy in their lives. Ask: What is the role of laughter in the world? Do you think that comic relief is a way of dispelling anger? Explain.

LINKS:
http://www.legendsofcomedy.com/
http://www.aentv.com/home/comedy/comedyshop/index1.htm
http://www.stand-upcomedy.com/

EDITOR'S NOTE:
standup comedy
improv

WORLDVIEW

Communication Transformation: Britain Books : Communication Transformation: Britain Books

1. What bookstore takeovers are mentioned in the news story? What has been hurting business in traditional bookstores? What measures have some taken to build business? Do you think their ideas are good ones? Explain.

2. What do you think of the new Waterstone's British Bookstore? Would you like to shop in it? Why or why not? Do you know of any bookstores with similar features near where you live? Have you ever visited one? If yes, what did you think of it?

3. Direct students to look at some Internet bookstores and compare them to actual bookstores in which they may shop. Ask them to write a comparison/contrast essay about the features of each type, determining their overall preferences.

LINKS:
http://www.waterstones.co.uk/cgi-bin/wat01prd.storefront/
http://www.amazon.com

http://www.barnesandnoble.com/

EDITOR'S NOTE:
Internet
impulse purchase
consolidation
online book selling

NEWSROOM CHRONICLE

Viviendo en America: Part IV : Viviendo en America: Part IV

1. How is "Road Dogz" different from most other movies? Why is actor Jacob Vargas co-producing this film? How does the film's set and pay compare to what Mr. Vargas might see if he were filming in Hollywood?

2. What is a stereotype? How is stereotyping a factor in roles available to Latino actors? According to the Screen Actors Guild, what percentage of all roles on TV and in the movies go to Latino actors? How does this compare to their population in the U.S.? Do you think Hispanic actors should be represented in the movies and on television in direct proportion to their population? Why/why not?

3. Who are some of the Latino actors/actresses who have made it big in Hollywood? In spite of their successes, why is life still a struggle for individuals like Alex Meneses? According to Jacob Vargas, why aren't there more films like "Selena"? Who is Edward James Olmos? In what movie did he star? How do the earnings of that movie compare to what blockbusters like "Titanic" and "Star Wars" made? Why is Mr. Olmos supportive of "Road Dogz"? What is his major concern about the movie? Why does he make no apologies for it?

4. Lead a class brainstorming session to generate a list of Latino actors/actresses who have been successful in the U.S. If students need help, you may wish to refer them to the first website below. Divide the class into small groups, and have each choose one actor/actress from the list to research and profile. Have groups present formal reports on their findings. What made these performers successful? Were any of these actors or actresses ever typecast in stereotypical roles? How were they able to overcome any obstacles to their success? Discuss.

LINKS:
http://www.neta.com/~1stbooks/1movie.htm
http://mrshowbiz.go.com/people/jimmysmits/content/Bio.html
http://www.sanluisobispo.com/stories/0198/latino_film_festival.html
http://www.detnews.com/1997/metlife/9709/15/09150092.htm

Viviendo en America: Extra : Viviendo en America: Extra

1. According to the video, what kind of reputation does East L.A.'s Garfield High School have? State some reasons why the students who were interviewed think this reputation is unfair. What is Kristie's general attitude towards her community? How do we know she is "upbeat" about East L.A.? Why do the students believe that the ethnic stereotypes surrounding their community and culture are inaccurate?

2. How would you feel if you were about to move to a community that you believed had a bad reputation? What would you do to determine whether your fears were justified? If you were a student at Garfield High, how might you convince incoming students to abandon their preconceived

notions about your school?

3. Challenge students to consider the negative effects of stereotyping for both its victims and those who practice it. Working in small groups, have students research stereotyping and its impact. Share group information. Challenge each group to write a script for a PSA designed to persuade young people to "say no" to stereotyping.

LINKS:
http://www.apa.org/monitor/oct96/steele.html
http://www.gov.nb.ca/hrc-cdp/e/sayno.htm
http://www.exnet.iastate.edu/Pages/families/nncc/Diversity/divers.rea.stereotypes.html

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EDITOR'S NOTE:
independent film
stereotypes
reality
mainstream

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CNN NEWSROOM Guide

October 11, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:10... 04:45
The White House lobbies the Senate to postpone a vote on the nuclear test ban treaty.

In The Headlines ... 02:20... 07:05
MEXICO FLOODS

YOUR DAILY DESK ... 00:50... 07:55
Environment Desk ... 02:30... 10:25
Hog waste from lagoons poses a potential threat as the ground water level rises.

WORLDVIEW ... 00:35... 11:00
Top of the World ... 02:00... 13:00
An injured Thai elephant generates international support.

Information Please ... 01:55... 14:55
Swiss cows are sent to Kosovo to help rebuild the devastated province.

Fast Fact ... 02:15... 17:10
Botswana's army helps protect the country's endangered rhino population.

Inside North America ... 04:35... 21:45
Artifacts found in South Carolina may redefine America's prehistory.

NEWSROOM CHRONICLE ... 00:45... 22:30
Student Bureau ... 04:15... 26:45
Home schooling is an educational alternative for some families.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Nuclear Test Ban Treaty

1. What are the Senate's options in dealing with the Comprehensive Nuclear Test Ban Treaty? How many votes are needed to ratify the treaty? Has the Clinton Administration convinced 67 Senators to vote for ratification? What is the next best option for the White House? Why?

2. How are Republican Senators split on the vote? Compare the positions of Senators McCain and McConnell on the treaty. Who is Madeleine Albright? How does she argue with those who do not favor ratification? What is the ultimate goal of the Clinton Administration's "aggressive sales campaign"?

3. One of the arguments against ratification of the Comprehensive Nuclear Test Ban Treaty is the issue of verification. Have students conduct research to learn more about verification of nuclear weapons testing and how it is addressed in this treaty. Share student findings in class discussion. Divide the class into teams of two students. In each team, have students prepare a role play between Secretary of State Albright or another Clinton Administration official and one of the Senators who opposes the treaty on the basis of verification. If students were in the place of Secretary Albright, how would they attempt to convince the Senators? If students were in the place of the Senate opposition, what rationale would they use for their position?

4. Arizona Senator Jon Kyl has said, "This treaty is not of the same caliber as previous arms control treaties. The Senate needs to be seen as something other than just a rubber stamp. We need to be the quality control." As a class, review the role of the Senate in approving international treaties and the source of that authority. Next, discuss how politics enters into the picture when the Senate majority and the President are of different parties. What would Senator Kyl want the Senate to do to act as the "quality control"? Why? How might the White House respond to his statement?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/10/test.ban.treaty/
http://www.ctbto.org/
http://www.ctbto.org/ctbto/verif.shtml
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_166000/166289.stm
http://www.senate.gov/

In The Headlines : In The Headlines

1. How many people have been left homeless by the recent floods and mudslides in Mexico? How many have been killed by this natural disaster? Describe the scene in the town of Poza Rica. What factors are adding to the frustration of victims in this town?

2. Who is Ernesto Zedillo? What is he offering to victims of the floodS and mudslides? What do residents of Poza Rica want from the government? Do you think the residents of Poza Rica believe that the government will grant their request? Explain.

3. What health and economic problems result from floods? Have groups of students conduct research to learn about the short and long-term consequences of flooding. Share group information. Discuss both immediate and long-range issues that Mexico's government will have to confront if it will be able to help the victims of this disaster.

LINKS:
http://cnn.com/WEATHER/9910/10/mexico.floods/index.html
http://www.dartmouth.edu/artsci/geog/floods/index.html
http://cnn.com/TECH/science/9809/21/mexico.flooding/

EDITOR'S NOTE:
ratification
lobby
moratorium
national interest
Veracruz
Ernesto Zedillo

YOUR DAILY DESK

Environment Desk : Hog Lagoons

1. How are lagoons in "hog country" different from other lagoons? About how many hogs are there in North Carolina? Where are most of them located? What problem related to ground water does that particular location pose?

2. The story indicates that there are many "pathogens" in the hog waste. Pathogens are disease-causing bacteria or fungi. What purpose do you think these pathogens serve? In what way are they important to the lagoons? Why do you think they are harmful outside the lagoon environment? From what scientific process does the harsh smell result? In your opinion, are the lagoons safe enough? How do you think they help lower the cost of hog meat at the market?

3. One pathogen found in massive numbers within hog waste is Escherichia coli (also known as E. coli). E. coli is unusual because it is capable of living in environments with and without oxygen. One strain of E. coli bacteria lives inside human intestines. These bacteria are crucial to the body's survival because they help in the digestive and nutrient absorption process. However, when certain strains of these bacteria escape from the intestines or when humans are exposed to E. coli from another source, the bacteria become harmful if not deadly. Using Internet and other multi-media sources, have your students investigate E. coli outbreaks that have occurred over the last five years.
    1. Have them write down the location of the outbreak and the source believed to be the cause.
    2. Discuss any patterns found in their research related to the locations or causes. Be sure they also become aware of how many of these outbreaks were caused by human waste.
    3. Finally, have students propose solutions that would help eastern North Carolina, bearing in mind their high ground water and the possibility of large amounts of rainfall.

LINKS:
http://www.cdc.gov/ncidod/diseases/foodborn/e_coli.htm
http://www.senate.gov/~agriculture/animalw.htm
http://www.ecological-engineering.com/bamboof.html

EDITOR'S NOTE:
lagoon
pathogens

WORLDVIEW

Top of the World : Thai Elephant

1. How was Motola the elephant injured? What are landmines? What was Motola's life like before she was injured? Why were doctors reluctant to operate on Motola?

2. Do you think it is ethical to give elephants amphetamines to increase their work production? Explain. If not, what should be done to address this issue? Why do you think Motola's plight has generated international support?

3. Refer students to the websites below to learn more about the plight of Thailand's elephants. Have students determine why the population of Thailand's elephants is declining and what is being done to help the elephants. Have groups of students develop posters to educate their peers about Motola and the problems facing Thailand's elephants.

LINKS:
http://cnn.com/ASIANOW/southeast/9910/04/thailand.elephant.ap/index.html
http://www.worldwildlife.org/species/frame_species.htm
http://www.elephant.tnet.co.th/

Information Please : Cows for Kosovo

1. Why has Switzerland sent cows to Kosovo? How might Kosovo be affected if its supply of cows were not replenished? Do you think Switzerland and other nations should be helping to rebuild Kosovo? Why/why not?

2. Have students share what they know about the conflict in Kosovo and its impact on the province. Direct small groups of students to the websites below to learn more about how the international community is helping rebuild the infrastructure and agriculture in Kosovo. Have each group share its information. As a class, have students prioritize the issues facing Kosovo. Ask students to make predictions about Kosovo's recovery.

LINKS:
http://www.usia.gov/regional/eur/balkans/kosovo/links.htm
http://www.cnn.com/interactive/specials/9906/kosovo.detailed.peace.plan/frameset.exclude.html
http://www.teachersfirst.com/kosovo.htm

Fast Fact : African Rhinos

1. Why is Botswana's defense force helping to protect the country's rhino population? How many rhinos exist in Botswana? Why are rhinos being poached? Why were computer bar codes implanted in the rhinos' horns?

2. Do you think government troops should be used to protect the rhinos from poachers? Explain. Do you think poachers should be penalized? Why or why not?

3. According to the World Wildlife Fund, "dozens of species of rhinos once roamed the Earth, but only five exist today. All of them are threatened, and most are in grave danger." Refer small groups of students to online resources, including the websites below, to learn more about rhinos and the status of the remaining rhinos in Africa, Java, Sumatra and India. Tell groups to:
   1. focus on the factors that have led to the decimation of the rhinos in a specific country.
   2. use data from that country to make a public service announcement for a government program to build public support for the remaining rhinos.

   Compare the PSAs and identify the different appeals used. Are the threats to the rhinos similar in the different countries? How successful might a public campaign be? What, if anything, do you think governments should do to protect the rhinos?

LINKS:
http://www.rhinos-irf.org/
http://www.worldwildlife.org/species/frame_species.htm

Inside North America : Old South Dig

1. What type of artifacts were found at the South Carolina dig site? What is the significance of this find? What migration theory does this archeological discovery challenge?

2. One of the most important implications of the South Carolina discovery is that it could force archeologists to revise theories for how and when humans first migrated to North America. Divide your class into two groups. Have each group prepare a multimedia presentation depicting either the Clovis Theory of migration or the new theory of migration based on the findings of the South Carolina excavation. Ask students to identify what the various artifacts reveal about the people and culture of the times. Following the group presentations, have students consider how the population of North America may have evolved according to each of the migration theories.

LINKS:
http://cnn.com/TECH/computing/9907/02/t_t/old.south.dig/index.html
http://wings.buffalo.edu/anthropology/Lithics/index2.html#arch
http://archnet.uconn.edu/

EDITOR'S NOTE:
amphetamines
anesthesia
agriculture
Kosovo
Botswana
game park
Clovis Theory
anthropologist

NEWSROOM CHRONICLE

Student Bureau : Home Schooling

1. Where is Sharon Foley's school? What is her typical day like? According to the video, how many families are home schooling? Do most states have requirements for home schooling? Who determines what courses will be taught to students who learn at home?

2. Why did Sharon's parents choose to educate her at home? How would you describe Laura Harrington's curriculum? How is she graded? What are some criticisms of this approach to education? What are some benefits?

3. Challenge students to find out whether your state is one that sets requirements for home schooling. Have students contact the state's department of education to learn more about its stipulations for home schooling. Do home schooling parents need to be certified teachers? Are home-schooled students required to take standardized tests each year? Share student findings. As a class, evaluate the state's requirements for home schooling. Should they be made stricter, relaxed, or are the requirements appropriate? Discuss.

LINKS:
http://www.homes-cool.com/
http://learninfreedom.org/hsarticles.html
http://www.sound.net/~ejcol/hmschl1.html

http://www.educate.co.uk/homeed1.htm
http://www.internethomeschool.com/
http://www.edweek.org/ew/vol-14/27home.h14
http://www.mdn.org/1995/STORIES/HOMESCH.HTM

EDITOR'S NOTE:
home schooling
flexibility
mainstream
achievement tests
isolated
negative peer pressure
socialization
curriculum

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CNN NEWSROOM Guide

October 12, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 05:30... 08:05
-On October 12 the world population is expected to reach six billion.
-Population growth causes water shortages around the world.

Look Ahead ... 01:00... 09:05
Stay tuned to CNN for coverage of the Day of Six Billion.

YOUR DAILY DESK ... 00:40... 09:45
Health Desk ... 01:50... 11:35
The pressures of college life makes many freshmen gain weight.

WORLDVIEW ... 01:00... 12:35
Top of the World ... 02:40... 15:15
South Africa's government confronts the issue of child labor.

FYI: Japan Transplants ... 02:00... 17:15
Japan reshapes its policy on organ transplants.

Taking Care of Business ... 03:00... 20:15
Pham Quang Giang, cyclo driver, is an inspiration at 96 years old.

Sports Page: Australian Swimmer ... 02:35... 22:50
Susie Maroney has achieved what most marathon swimmers have never even attempted.

NEWSROOM CHRONICLE ... 01:00... 23:50
Student Bureau ... 03:35... 27:25
Students in Hong Kong share their views about population growth.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Day of Six Billion

1. Why do some people say that a growing population is "the greatest problem facing humanity"? Why do optimists believe that reaching a population of six billion is cause for celebration? What is Vice President Al Gore's stance on population growth and its impact on natural resources? Do you agree? Explain. What issues are related to population control?

2. Why, unlike other animal species, is the population of humans growing at such a rapid rate? Consider how advances in medicine, food production, and rates of longevity impact the growth of the world's population.

3. Why are there water shortages around the world? What is an aquifer? How do water shortages impact agriculture? Why are poorer nations most affected by water shortages? What impact are water shortages having on India and China?

4. What is a natural resource? Give examples. How do you think having six billion people in the world will affect the earth's natural resources? Do you think about your own consumption of natural resources? Why/why not?

5. Divide your class into groups. Have each group research the population and demographics of a country, and the current status the country's natural resources. Such resources might include, fresh water, forests, clean air, and the oceans. Instruct each group to identify how people benefit from the natural resources, and the extent to which the natural resources are being threatened by human consumption. Following the presentations, discuss the following questions: What would happen to our planet and its inhabitants if these natural resources were depleted? Will the world's resources be able to handle the earth's growing population? If not, what can be done to address this problem?

LINKS:
http://www.facingthefuture.org/refs2/results.asp?t=c
http://www.popin.org/6billion/
www.census.gov/ipc/www/popwnote.html
www.census.gov/population/www/index.html
www.unfpa.org/modules/6billion/en/index.htm

EDITOR'S NOTE:
aquifer
population growth
natural resource

YOUR DAILY DESK

Health Desk : Freshman 15

1. What is the "freshman 15"? Why are first year college students prone to gaining weight? Why should students refrain from going on strict diets to control their weight? What measures can college freshmen take to prevent gaining weight?

2. Why is it important to maintain a balanced, nutritious diet? Do you think most kids think about the importance of maintaining a healthy diet? Explain. Have you ever dieted? If so, were you successful? Why/why not?

3. Have small groups of students conduct research to determine the health risks associated with poor nutrition and being overweight. Have groups share their findings. To help students become more aware of their eating habits, have each student keep a log for three days of all the food they eat and their mood prior to eating the food. Working in groups, have students analyze the nutritional

content of their food to determine if their meals and snacks are nutritionally balanced. Have group members suggest ways to make their diets more nutritious. Refer students to their data to determine if they eat to feel better. Ask students to determine if their is a correlation between their emotional states and the quality of their diet.

LINKS:
http://www.eatright.org/
http://www.princeton.edu/puhs/ecmyth.htm
http://www.phys.com/b_nutrition/01self_analysis/03eating/eating.html
http://www.mayohealth.org/mayo/9609/htm/college.htm
http://www.mayohealth.org/mayo/9512/htm/ww5r345.htm

EDITOR'S NOTE:
weight gain
metabolism
stress

WORLDVIEW

Top of the World : South Africa Child Labor

1. What is the first playground many children in South Africa come to know? According to Thabisile Msezane of the Children's Shelter, how are the children who are forced to work "voiceless"?

2. How has South Africa's government attempted to address the problem of child labor? What does the law say about hiring children in South Africa? What is the problem with this law? Why are Department of Labor officials restricted in what they can do to enforce it?

3. Read this quote from UNICEF to the class: "Nearly a billion people will enter the 21st century unable to read a book or sign their names and two-thirds of them are women. And they will live, as now, in more desperate poverty and poorer health than those who can. They are the world's functional illiterates and their numbers are growing." Ask students to consider the relationship between a nation's commitment to education and its child labor problems.
    1. Divide the class into small groups and have each group choose one country.
    2. Direct the group to conduct research to learn more about the issues of child labor and the status of education in that country, and report back to the class.
    3. Redirect students' attention back to the video: Most of the child laborers seen here have never gone to school.
    4. Remind students that Thabisile Msezane says that "the only real rescue is through education." Do students agree or disagree with her? Discuss.

EXTENSION: What are the long-range consequences of a large illiterate population? Generate a class discussion about how widespread illiteracy impacts a community, a nation, and the world. Consider the economic, social and political instability that could result. Why should students in the U.S. care if their international counterparts are not receiving a good education?

LINKS:
http://www.globalmarch.org/
http://www.globalmarch.org/cl-around-the-world/index.html
http://www.unicef.org/sowc99/
http://www.unicef.org/

FYI: Japan Transplants : FYI: Japan Transplants

1. What medical landmark event occurred in Japan 31 years ago? What happened to the recipient of that heart? Why was the transplant a significant event not only to the medical community, but to Japanese society at large?

2. What aspects of heart transplantation violate Japanese beliefs? If a Japanese patient needed a new heart, what was the only option until now? How does the Japanese belief about the soul complicate the heart transplant issue? What 1997 law is helping to turn the tide for Japanese patients waiting for a transplant?

3. Japan is not the only country where organ demand far exceeds the supply. Even in the U.S. organ donation is often an uncomfortable subject, surrounded by spiritual and ethical issues. Help your students to appreciate both sides of this topic by having them research information on organ donation and transplantation as well as the ethical, medical and spiritual concerns of many who consider donation. Share student findings in class discussion. If possible, ask a medical professional to address the class on the issue of organ donation and the need for donors. What is your community doing to address this need? Conclude by having each student write a paper completing this sentence: "I would/would not consider becoming an organ donor because..."

LINKS:
http://www.seattletimes.com/extra/browse/html97/altdead_042497.html
http://www.cota.org/indexframe.html
http://www.transweb.org/
http://www.transweb.org/qa/qa_txp/faq_ethics.html

Taking Care of Business : Vietnam Cycle

1. What does Pham Quang Giang do for a living? What is a cyclo? What is unusual about the fact that Giang drives a cyclo? What has his family done, and why? Why does Giang continue to work?

2. Where is Hanoi? What was its role in the Vietnam War? What feelings do older adults that you know associate with the city, and why? How does this news feature make you feel about Hanoi? Would you like to visit the city? Why or why not?

3. List some of the details you learn about Pham Quang Giang. Do you know anyone like him? Would you like to know Giang? Explain. Would you like to be working at the age of 96? Why or why not? What do you think of Giang and his desire to work? What do you think would happen to him if he quit working?

4. Challenge students to learn more about the past and present city of Hanoi. Ask them to interview several adults who were in their twenties or thirties during the Vietnam War to get their perceptions on North Vietnam. Have students present their findings and their own conclusions about the city. Ask them to consider how stereotypes color perceptions about reality and change. Ask: Can learning about individuals like Pham Quang Giang offer a different perspective on a place and a people? Discuss.

LINKS:
http://www.pbs.org/hanoi/
http://www.geocities.com/Tokyo/Flats/5111/
http://www.best.com/~vtb/travel/hanoi/index.html

Sports Page: Australian Swimmer : Sports Page: Australian Swimmer

1. Who is Susie Maroney? Why was she called a "Heroine of World Sport" by Cuban President Fidel Castro? What is her latest accomplishment? Describe the obstacles she encountered on the way to this record. What other achievements does Ms. Maroney have in the world of marathon swimming?

2. Susie Maroney is a patron for Australia's Asthma Foundation as well as for the Starlight Foundation, which grants wishes to terminally-ill children. What does this, as well as her physical talent, tell us about her character? What kind of message do you think Susie Maroney sends out to those associated with these foundations? Do you consider Ms. Maroney a role model? Explain

LINKS:
http://www.ozchannel.com/ace/oznews/susie/
http://www.susiemaroney.com/home.html

EDITOR'S NOTE:
child labor
transplant
mausoleum
icon
Vietnam War
marathon swimmer

NEWSROOM CHRONICLE

Student Bureau : Population Growth

1. How many people are born and die each second? According to the current rate of growth, how long will it take for the earth's population to reach seven billion? If the current growth rate continues, what will the population be in 2050? According to the students interviewed in the video, what are the benefits and drawbacks of having six billion people in the world?

2. Help students to generate a list of problems that people have encountered because of overpopulation. Such problems might include, pollution, limited housing and access to health care, education and food. Refer students to the websites below to learn more about these issues. Challenge groups of students to select a problem and devise a way to address the dilemma. Have each group share its proposal and discuss.

   EXTENSION: Have students write a paper that addresses one of the following questions:
   1. What do you think the world will look like in 50 years?
   2. Will the world your children and grandchildren inherit resemble anything you've known?
   3. Will the future of humanity be one of hope and opportunity, or scarcity and destruction?
   4. Do you think the world is better or worse off with six billion people?

   Have students share their papers and discuss.

LINKS:
http://cnn.com/WORLD/europe/9910/11/population.02/
http://www.facingthefuture.org/index4.htm
www.unfpa.org/modules/6billion/en/index.htm

EDITOR'S NOTE:
demographic
overpopulation

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 13, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:30... 03:00
Top Story ... 02:10... 05:10
Pakistan's army seizes control of the government.

YOUR DAILY DESK ... 01:15... 06:25
Business Desk ... 02:30... 08:55
The WWF announces its plans to go public.

Biz Desk Extra: Entertainment Wrestling ... 02:35... 11:30
CNN profiles the sport of entertainment wrestling.

WORLDVIEW ... 01:30... 13:00
Top of the World ... 03:05... 16:05
Many business owners see their future based on sales over the Web.

Taking Care of Business ... 02:00... 18:05
The Nielsen Net Rating Service will monitor the demographics of Internet users worldwide.

FYI: Y2K Travel Hype ... 02:35... 20:40
As "millennium fever" rises, some experts warn would-be travelers not to buy into the hype.

Culture Watch ... 02:30... 23:10
Japanese street fashion irritates traditionalists and inspires trends.

NEWSROOM CHRONICLE ... 01:00... 24:10
Student Bureau ... 03:20... 27:30
CNN Student Bureau profiles three American heroes of the Vietnam War.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Pakistan Coup

1. What is a coup? Why did Pakistan's military overthrow the elected administration of Prime Minister Nawaz Sharif? Why did Prime Minister Sharif dismiss General Pervaiz Musharraf? Why is the conflict in the Kashmir region at the center of the coup?

2. To help students better understand the ramifications of the recent military coup, have groups of students refer to the websites below to prepare an in-depth report about one of the following topics:
   1. The history of Pakistan and its people.
   2. The history of Pakistan's governments.
   3. Pakistan's current social problems.
   4. The status of Pakistan's economy.
   5. The political significance of the Kashmir region
   6. The circumstances and events that have shaped India-Pakistan relations over the past five decades.

   Following the group presentations, have students discuss how the coup may affect relations between India and Pakistan. Ask students: Should the international community respond to the current crisis in Pakistan? Why/why not?

   EXTENSION: Divide your class into two groups to debate whether or not the military coup was just and necessary.

LINKS:
http://cnn.com/ASIANOW/south/9910/12/pakistan.05/
http://www.pakmilitary.com/index1.html
http://www.pak.gov.pk/
http://www.pakistanlink.com/
http://www.pbs.org/newshour/bb/asia/jan-june98/kashmir_6-1.html

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EDITOR'S NOTE:
Pakistan
coup

YOUR DAILY DESK

Business Desk : Wall Street Wrestling

1. What is the WWF? How does this business perform, both in the areas of entertainment and merchandising? Who is Vince McMahon? What plans does he have for the future of the WWF? How has his aggressive marketing strategy paid off? What obstacles to success exist for the WWF?

2. What is an IPO? Why do companies offer IPO's? The WWF will trade on the NASDAQ. Use this opportunity to have students learn more about the NASDAQ, and discuss how it is different from the Dow Jones. The last website below should be helpful.

3. IPOs are often tricky for investors because they have no history. Typically an investor will study years of a stock's performance before determining whether or not to buy, but because an IPO is an *Initial* Public Offering, this is not possible. So what's an investor to do? Ask an investment counselor to address your class and bring copies of at least one company's prospectus for students to examine. Generate a class discussion about the elements contained in a prospectus. What information might give an investor reason to invest in that company? What information could discourage the investor? Apply this to the IPO by the WWF: What will investors be looking for as they decide whether or not to take advantage of the Initial Public Offering of WWF stock?

EXTENSION: Some investors live by the maxim "Invest only in what you know." Generate a class discussion about this advice. What does it mean? How is investing only in what you know a smart strategy? How might this strategy deprive an investor of opportunities? Refer students back to today's Business Desk segment. Ask: If you are a big fan of the WWF, is that reason enough to invest in its stock? Why or why not? Discuss the importance of being an informed investor.

LINKS:
http://www.wwf.com/splash/
http://www.wwf.com/news/headlines/1999/08/03a.html
http://www.cftech.com/BrainBank/FINANCE/NASDAQ.html

Biz Desk Extra: Entertainment Wrestling : Biz Desk Extra: Entertainment Wrestling

1. Why is wrestling such a popular sport in the U.S.? Do you think wrestling would be as popular in other countries? Why/why not? Are you a fan of wrestling? Why/why not? Are you a fan of any particular sports group? If so, which one? Why? What type of businesses have emerged as a result of wrestling?

2. Have each student interview at least four adults to determine his/her favorite sports personality or team, and if his/her preference has changed over the years. If so, why? Have students share their findings. Next, facilitate a discussion to help students understand that consumer preference is always changing, and how this dynamic impacts businesses.

LINKS:
http://www.wwf.com/splash/

EDITOR'S NOTE:
revenues
aggressive marketing
World Wrestling Federation
IPO

WORLDVIEW

Top of the World : E-Commerce

1. In what way is the French florist seen in the video "on the cutting edge" of the business world? What percent of the company's sales last year came from the Internet? Do you think the future will see an increase or a decrease in this percentage? Explain.

2. What landmark action did international business leaders recently take regarding e-commerce? Why is this effort so unique? What issues did the corporate leaders consider? Why is a global approach to these issues important?

3. Challenge students to conduct research to learn more about the business of "e-business" and its global implications. Then have students work in groups to draw up lists of concerns regarding international e-business, from the perspectives of individual nations, business owners/executives, and consumers. Groups will want to list, for example, the issue of national trade and commerce laws vs. international law, transaction privacy, copyright protection, and so on. Have each group present its list. How does the complexity of each of these issues make international agreement on "rules of the game" a necessity? Do students think international business leaders will be able to

agree upon such rules? Why or why not?

LINKS:
http://www.zaa.com/online/internet-today.html
http://www.iserver.com/products/ecommerce/help.html
http://www.theglobalweb.com/ecommerce.htm
http://www.ibm.com/e-business/

Taking Care of Business : Nielsen Net Rating Service

1. What are demographics? Why are demographics important to advertisers and companies? For what is the Nielsen Media Research company known? What approach is the Nielsen Net Rating Service planning to take to measure the global market place?

2. How can companies benefit by having a website? Who will be the main consumers of the new demographic information? How will this information be used? Do you think the Internet will effect competition in the market place? Explain.

3. Inform students that according to John Jordan, director of e-commerce research at Ernst & Young in Cambridge, MA., "Generally, the Web is a behavioral medium...the behavior is what matters...Companies should be paying attention to what people do on the Web, not who they are." As a class, generate a list of goods that are sold online, such as cars, books or music. Next, refer students to the Internet to select an online company, and research the background of the company. Then, have each group create a mock demographic profile of a potential consumer group. Instruct each group to prepare a proposal indicating how the company might use the group's demographic information to increase its profits.

LINKS:
http://www.nielsenmedia.com/
http://cnn.com/TECH/computing/9906/22/women.idg/
http://cnn.com/TECH/computing/9906/16/geny.idg/
http://www.idg.net/go.cgi?id=132585
http://www.idg.net/go.cgi?id=132587

FYI: Y2K Travel Hype : FYI: Y2K Travel Hype

1. Why are many hotels and cruises already booked for this New Year's Eve? What is happening to the prices of trips to those places not yet booked? How many Americans are expected to travel during the New Year's holiday? Why are some experts trying to discourage travel during this time?

2. The FAA says that Y2K travel safety should not be a problem, but to expect inconvenience if you are traveling. What kinds of problems might travelers encounter? What are some of the tips experts are advising to minimize these problems?

3. Ask students to consider whether or not they would travel over the New Year's holiday. Have them work in groups or independently to research both sides of the Y2K issue, from the experts who say all is well to those who believe there will be problems. Have groups or individual students present their findings and their sources to the class. Have each student write a brief paper entitled, "I will/will not be traveling over the New Year's holiday because..."

LINKS:
http://www.idg.net/crd_csa_82121.html
http://www.shortstravel.com/news/y2k.html
http://travel.state.gov/y2kca.html

Culture Watch : Japan Girls Fashion

1. Who are Japan's "gals"? To what American fashion phenomenon are they compared? Do you think they are similar to the "Valley Girls"? Why/why not?

2. Describe some of the styles worn by the "gals." Why do the young women wear these styles? How do some who wear more conventional fashions react to the "gals"? Why are the "gals" seen as an important element of the fashion business?

3. What determines the kinds of styles you wear? How much would you estimate you spend on these styles, including your hair, accessories, etc.? What do you think those of other generations think of these styles? What do you think the businesses that promote fashion think of what your generation's trends?

LINKS:
http://coolgirlsjapan.com/FASHION_E.html
http://www.unibw-muenchen.de/campus/WOW/v1041/hyper/miyake.html

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EDITOR'S NOTE:
e-commerce
industry titans
demographic profile
demography
Y2K snafus
e-ticket
Y2K ready
"must-haves"

NEWSROOM CHRONICLE

Student Bureau : My Lai Heroes

1. Why were Hugh Thompson, Lawrence Colburn and Glenn Andreotta awarded the Soldier's Medal for heroism? What were the circumstances surrounding the My Lei massacre? Why did Hugh Thompson and his crew intervene at My Lai?

2. What are the similarities and differences between bullying and the My Lai massacre? What is a hero? Give an example. Do you think it takes courage to refuse to fight? Why/why not? Have you ever witnessed a fight? If so, did you intervene? Why/why not? What is a bystander? Give examples of how a bystander can influence the outcome of a conflict or a potentially volatile situation.

3. Have students refer to the websites below to learn more about the Vietnam War, the My Lai massacre and the American government's response to the incident. Why do you think the soldiers participated in the massacre? Who is to blame? Do you think the American government responded appropriately to the incident? Why/why not?

4. Ask students to share what they know about atrocities that have occurred during other wars, including Bosnia, Rwanda, Kosovo, and WWII. Refer students to the websites below to learn how the international community is addressing the issue of war crimes. Have each student write a position paper addressing the following question: Do you think atrocities are inevitable given the nature of war? Have students share their papers and discuss. Ask students: What, if anything, can

governments do to prevent atrocities from occurring during war?

LINKS:
http://cnn.com/US/9803/06/my.lai.ceremony/index.html
http://cnn.com/SPECIALS/cold.war/guides/debate/chats/thompson/
http://www.wcw.org/
http://trms.k12.ga.net/~abaggett/Bullies.html
http://www.successunlimited.co.uk/child.htm

EDITOR'S NOTE:
Vietnam War
hero
My Lai massacre

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 14, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00... 02:30
Top Story ... 06:10... 08:40
-Pakistan experiences its second day under military rule.
-The international community responds to the military coup.

YOUR DAILY DESK ... 01:00... 09:40
Science Desk ... 02:10... 11:50
A government laboratory unveils a machine about half the width of a human hair.

Science Desk Extra: Launch Pad 41 ... 00:30... 12:20
NASA plans to destroy Launch Complex 41.

WORLDVIEW ... 01:00... 13:20
Communication Transformation: "Hello, Adona" ... 10:20... 23:40
Kosovo, the first "Internet war," brought us the personal story of a young woman known to the world as "Adona."

NEWSROOM CHRONICLE ... 00:30... 24:10
Student Bureau ... 03:20... 27:30
Homelessness is a growing problem among children in America.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Pakistan Coup

1. Why did Pakistan's military overthrow the elected administration of Prime Minister Nawaz Sharif? How has the change in government affected Pakistan's infrastructure and its people? Why is the conflict in the Kashmir region at the center of the coup?

2. Why is the international community concerned about the political activity in Pakistan? How might

the coup affect relations between Pakistan and India? Do you think the international community is safe under Pakistan's new military rule? How do you think the international community should respond to the current crisis in Pakistan?

3. Refer students to the websites below to learn more about the history of Pakistan, the current status of its economy, and its relationship with the international community. Why were economic sanctions placed on Pakistan? Why do you think most countries are urging General Musharraf and his military advisers to quickly return Pakistan to democratic rule? What is the International Monetary Fund (IMF)? How much influence do you think the IMF has over determining the future direction of Pakistan's government? Explain.

4. What is a constitution? Why are constitutions important? According to the video, opponents of Nawaz Sharif argue that the only way to ensure the welfare of Pakistan was to remove the government by military coup. However, there are those who maintain that the coup was constitutionally illegal. Refer students to the first two websites below to learn more about Pakistan's government and its constitution. Ask students: Was the coup a violation of Pakistan's constitution? Is Pakistan's military still operating within certain constitutional provisions? Explain.

   EXTENSION: Have each student write a paper addressing the following question: Could a military coup occur in your country? Instruct students to support their positions with facts. Have students share their papers and discuss.

LINKS:
http://www.stanford.edu/group/pakistan/pakistan/constitution/
http://alcor.concordia.ca/~pssa/pakistan.html
http://www.uni-wuerzburg.de/law/pk__indx.html
http://cnn.com/ASIANOW/south/9910/13/pakistan.03/
http://www.pakistanlink.com/
http://www.defencejournal.com/

EDITOR'S NOTE:
General Pervaiz Musharraf
Prime Minister Nawaz Sharif
Pakistan
Kashmir
Islamic guerrillas
economic sanctions
coup

YOUR DAILY DESK

Science Desk : Micromachines

1. What did Sandia National Laboratories display at a recent convention in Santa Clara, California? Why are these micromachines a scientific breakthrough? What is the function of the machine on display? How could this technology be used in the future? What was the original purpose for its development? Why is this an important function for the military?

2. What technology is used to make these micromachines? What other micro devices does Sandia intend to develop with this process? What long-range benefits could be derived from developing these machines on microchips?

3. There are already several products that currently use micro technology. For example, shirts with

micro sensors to monitor vital signs, and bugs made out of microchips that seek and destroy invader species are already available for use. Have your students learn more about micro inventions and infer possible future uses of micro technology:

1. Form groups.
2. Using the Internet or other recent, updateable source, have each group research one micro invention created within the last two years.
3. Have each group create a bulleted list stating the inventor, the device created, its purpose, uses today and future uses.
4. Next, have each group originate its own use for micro technology that could occur ten years from now. When thinking about their micro devices, have students consider health, construction, education and communications applications.

LINKS:
http://micromachines.com/whereare.html
http://www.mdl.sandia.gov/micromachine/index.asp
http://www.sandia.gov/LabNews/LN03-15-96/intell.html

Science Desk Extra: Launch Pad 41 : Science Desk Extra: Launch Pad 41

1. When and why is NASA destroying Launch Complex 41? During what time period was Launch Complex 41 in operation? What space missions were launched from the complex?

2. According to NASA Launch Complex 41 was "originally designed to support Titan IIIC space missions, which began in 1965. Since then the complex has been used to launch a variety of military and scientific missions including NASA's Mars Viking missions launched in 1975 and the Voyager missions launched in 1977." Refer groups of students to the websites below to prepare a presentation about one of the Titan, Mars Viking or Voyager missions. Have groups find out how these missions advanced our knowledge of space. Ask students: What do you think space exploration will be like in the future?

LINKS:
http://cnn.com/TECH/space/
http://www.nasa.gov/
http://www.ksc.nasa.gov/payload/lssm/facility/lc4041.html
http://www.ksc.nasa.gov/payload/lssm/

EDITOR'S NOTE:
micro technology
NASA

WORLDVIEW

Communication Transformation: "Hello, Adona" : Communication Transformation: "Hello, Adona"

1. Who is "Adona"? Why was she known by this name? Who was her American e-mail penpal? What thoughts and emotions did Adona convey to Finney? Why was she experiencing these emotions?

2. What is Adona's real name? Where is her hometown? To what youth group does she belong? How do the Post-Pessimists reflect the attitudes of their generation? Explain how her connection with the group led Kujtesa to begin corresponding with Finnegan. How did he

share the accounts of her daily life with others in the U.S.?

3. What is a pseudonym? Why did Kujtesa suggest a pseudonym for herself? What happened to Kujtesa and her family when the bombing of Kosovo began? Describe some of the experiences she and her family had during this time. What does she mean when she says "The worst thing in war is the psychological pressure"? How was she able to make voice contact with Finney and his friends? How did contact with her American friends sustain her through this tough time?

4. What similarities does Kujtesa see between what happened in Kosovo and the Holocaust? Has the crisis destroyed what she and the Post-Pessimists believe? Explain.

5. In the beginning, Finney received his news about Adona via e-mail. How did he know the correspondence was authentic? Use this opportunity to discuss the importance of validating Internet communication and websites. Ask your students: If you had received an e-mail from a person who claimed he/she was living in Kosovo at the time of the war, how would you determine whether or not it was real?

6. The story of Adona has been compared to that of Anne Frank, a comparison Kujtesa herself rejects. Why do students think she rejects this comparison? Do they think it is a valid one? Have students read "The Diary of Anne Frank" and draw their own conclusions. Direct students to write essays citing similarities and differences between Adona and Anne and to explain whether or not they believe the two are comparable.

7. Kosovo has been called "The First Internet War." Generate a class discussion about the role of the Internet in making others aware of the plight of Adona and her family. Challenge groups of students to search the Internet for other accounts of the war in Kosovo, including sites by both pro-Albanian and pro-Serbian interests designed to get their messages out to millions. Share these sites with the class, and discuss how the Internet can be used for both informative and propagandistic purposes.

8. During the Kosovo crisis, many around the world received firsthand accounts of what was happening via the Internet. How have we learned about the experiences of those caught in the conflicts of previous wars? Have students interview older family members to find out how they received firsthand information about wars in the Persian Gulf, Vietnam, Korea, or World War II, and what these accounts did to shape their perceptions of the conflicts. Share student interviews. Discuss how electronic media, such as television in the Vietnam War and radio in World War II, has a direct impact on our personal perceptions of history.

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/
http://www.fast-times.com/5-99webwar.html
http://www.idg.net/crd_world_70889.html
http://www.ptreyeslight.com/stories/may27_99/berisha.html
http://www.cdi.org/issues/Europe/kosovo.html
http://www.ce-review.org/99/12/blagojevic12.html
http://www.cnn.com/SPECIALS/1998/10/kosovo/
http://www.annefrank.com/

EDITOR'S NOTE:
Kosovo
Balkans
Serbs
Albanians
ethnic cleansing

Holocaust
Anne Frank
NATO

NEWSROOM CHRONICLE

Student Bureau : Homeless

1. How many American children are homeless? Why are so many people homeless in the U.S.? What is life like for teenagers who live in shelters?

2. Do you ever worry that you could become homeless? Explain. What can individuals do to prevent themselves from becoming homeless?

3. Challenge students to find out whether homelessness is a problem in your community, and if so, what is being done about it. Direct students to learn more about the organizations that try to meet the needs of the homeless locally. If your school devotes time to community service projects, have students find out what they can do to help these organizations.

4. Assist groups of students in conducting research to identify the root causes of homelessness. Based on its findings, have each group draw up a nationwide plan to eradicate the problem of homelessness over the next decade. Have groups share their plans. Discuss the social, economic and political concerns that could prevent their plans from becoming reality. Challenge students to write to their elected representatives sharing their views on what should be done.

LINKS:
http://www.youthcare.org/YCservices.htm
http://www.ce.org/topnews/patrick.htm
http://www.pixi.com/~hkipa/yo.html

EDITOR'S NOTE:
homelessness
shelters

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CNN NEWSROOM Guide

October 15, 1999

SPECIAL NOTE: Today's CNN NEWSROOM ends two minutes early to allow for CNN live coverage of the Nobel Peace Prize.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30... 02:05
Top Story ... 01:30... 03:35
General Pervez Musharraf becomes the new chief executive of Pakistan.

In The Headlines ... 02:05... 05:40
SENATE VOTE REACTIONS

YOUR DAILY DESK ... 00:30... 06:10
Editor's Desk ... 02:00... 08:10
Cheerleading embraces a more professional, athletic image.

WORLDVIEW ... 00:20... 08:30
Culture Watch ... 02:30... 11:00
Aboriginal music has expanded by welcoming rock.

Wild Kingdom ... 01:40... 12:40
Thai elephants must leave their native land to find employment.

NEWSROOM CHRONICLE ... 00:20... 13:00
Viviendo en America: Part V ... 07:00... 20:00
American businesses realize the value of marketing to Hispanics.

Viviendo en America: Extra ... 02:50... 22:50
The L.A. Salsa Kids dance for love of their heritage.

Farewell, Cassandra! ... 02:20... 25:10
CNN NEWSROOM's long-time anchor, Cassandra Henderson, says goodbye.

CNN NEWSROOM CLOSE ... 00:50... 26:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Pakistan Coup

1. Who is Pervez Musharraf? Under what circumstances did he become the new chief executive of Pakistan? How has the military takeover affected Pakistan's government, infrastructure and its people? What has happened to Nawaz Sharif and his close political allies? What is martial law? Is Pakistan under martial law? Explain.

2. Refer students to multimedia resources to review the history and events surrounding Tuesday's military coup in Pakistan. What are General Musharraf's political objectives? How are his political objectives different from those of Nawaz Sharif? How has the international community responded to Pakistan's political crisis? Do you think Pakistan is a stable country? Why/why not? If not, what changes need to occur to stabilize Pakistan?

3. In Pakistan, political power was transferred as a result of a military coup. However, there are other ways that political power can be transferred within a country. Instruct each student to select a country and research how political power has been transferred within the country during the last several decades. Have students determine whether or not the country's government is stable, and how the transfer of power has affected the stability of the country. Have students share their reports and discuss.

LINKS:
http://cnn.com/ASIANOW/south/9910/14/pakistan.03/
http://www.defencejournal.com/
http://www.pakistanlink.com/
http://www.stanford.edu/group/pakistan/pakistan/constitution/

In The Headlines : In The Headlines

1. Review the latest Senate action on the Comprehensive Nuclear Test Ban Treaty. Why did most Republicans vote against the treaty? How did President Clinton react to the Senate vote? What do you think he means by "reckless partisanship"?

2. In his comments, President Clinton also accuses the Republican senators of promoting a "new isolationism." What is isolationism? Do you think rejection of this treaty isolates the U.S.? State your rationale. What were some international reactions to the Senate vote? Do you think rejection of the treaty sends an international message? Explain. Do you think the treaty's rejection sends a political message about President Clinton's effectiveness? Explain.

3. Right after the treaty was rejected, Vice President Al Gore, a presidential candidate in 2000, aired a campaign commercial criticizing the Senate for its vote. Direct students to the second website below to learn more about this ad and its content. Ask: Do you think this is a good political strategy? Do you think it will be an effective strategy? Generate a class discussion about the Vice President's decision to capitalize on this treaty rejection. Do students think the voting public cares enough about this treaty to reflect it in the voting booth? Do they think the result will benefit Al Gore?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/14/clinton.presser/
http://cnn.com/ALLPOLITICS/stories/1999/10/14/goread.cnn/
http://www.clw.org/coalition/ctbindex.htm
http://www.security-policy.org/papers/1999/99-D101.html

EDITOR'S NOTE:
state of emergency

General Pervez Musharraf
partisanship
isolationism
nuclear testing

YOUR DAILY DESK

Editor's Desk : Cheerleading

1. What images do cheerleaders evoke? Why, according to the story, do many poke fun at the activity? Do you agree with their assessment? Why or why not? In what ways is cheerleading emerging as a sport and a business?

2. What do cheerleaders add to the whole picture of major sports? Do you find their addition to sports an important one? Explain. In what ways do they encourage involvement of the fans? Imagine a football or basketball game without cheerleaders. In what ways might the mood be different?

3. Do you consider cheerleading an athletic sport, worthy of more respect than it has received in the past? Why or why not? Do cheerleaders in your school participate in any competitions? Explain. Are they required to possess gymnastic skills or to perform strength and balance movements? Explain.

4. Direct students to interview a cheerleader (or to consider the questions themselves, if the student is a cheerleader). Have students ask and write the answers to the following questions: Why did you become a cheerleader? What do you enjoy about the activity? Do you consider it to be a sport? Why or why not? Do you think that cheerleading has respect in your school? Explain. Compare answers in class, and consider ways in which to support cheerleaders in the pursuit of excellence in their activities.

LINKS:
http://www.supercda.com/
http://www.ncacheer.com/default2.cfm?flash=1&JS=1
http://cheerleading.virtualave.net/
http://www.midway.com/games/titles/blitz2000/index.html
http://www.dallascowboys.com/cheerleaders/

WORLDVIEW

Culture Watch : Australian Aboriginal Rock

1. Who are the Aborigines? What role does music play in Aboriginal culture? How has the band "NoKTuRNL" incorporated Aboriginal music into its work?

2. Band members say, "We don't want to mix it [traditional music], don't need to mix it and sometimes are not allowed to mix it." What do you think they mean by this?

3. Ask students to consider the influence of other traditional music on current pop music that they hear. Ask them to identify the cultures from which the mixes are derived. Do they think that these other cultures enrich their contemporary music? Do they help them to better understand other cultures? Why or why not?

LINKS:
http://www.sweetgrassrecords.com/

http://matilda.aaa.com.au/bizskills/

Wild Kingdom : Thai Elephants

1. How much food does an average elephant eat every day? Why are elephant trainers finding it difficult to keep them adequately fed? What are some people doing to solve the problem?

2. Why do you think that tourism might be down in Thailand? Use the Internet to learn something about Thailand. Would you like to visit this country? Why or why not?

3. Many elephants have lived with humans since their infancy and are more afraid of the wild than of people. Ask your students to discuss how they feel about training wild animals by considering the following questions: Do they think there should be government restrictions on the number of wild animals that can be captured and trained? If yes, who would determine these, and on what would they base the numbers? If no, why should there be no restrictions? Do students think the human trainers "owe" their animals anything? What should human owners do for their trained animals if they can no longer care for them?

LINKS:
http://www.asiatour.com/thailand/e-04cent/et-ce234.htm
http://www.skali.com.my/journey/ewt/020/ewt19980413_01.html
http://sunsite.au.ac.th/
http://www.discovery.com/area/nature/elephants/guide.html

EDITOR'S NOTE:
Aboriginal culture
indigenous
elephants
Thailand

NEWSROOM CHRONICLE

Viviendo en America: Part V : Viviendo en America: Part V

1. Who is Delores Kunda? What is her company's line of work? For what major corporations has her company developed Spanish-language ads? Explain how demographics is driving this trend in advertising.

2. How is the Latino teen market in the U.S. changing? What recent styles can be attributed to the ethnic youth of Manhattan? How is pride an important ingredient of Latino youth identity?

3. What two strong Latino traits are often seen as themes in targeted advertising? Use the example of the ad shown in the video to describe how this targeted advertising gets the teens "emotionally involved with the product." How might this approach become stereotypical if not executed well? What are "universal" themes? What are some advertising themes that appeal to all teens? Why do you think agencies that specialize in targeting Hispanic teens use universal themes in their ads as well?

4. What does Ms. Kunda predict about the future of Hispanic commercials? How does she respond to the question, "Do you see yourself as serving the Latin population or exploiting it?" How does she equate her service with helping Hispanics secure a part of the American Dream?

5. Challenge groups of students to examine the effectiveness of multicultural advertising. Have each group search the media, including the Internet, radio, television, and print media, to find examples of multicultural marketing. Direct each group to find information that demonstrates the effectiveness of this approach. Share group findings. Refer back to the question posed to Ms. Kunda by CNN NEWSROOM's Joel Hochmuth: Do students see multicultural marketing as exploitation or service? Discuss.

LINKS:
http://www.latpro.com/sponsors/rates.htm
http://www.hisp.com/holadvertising.html
http://www.ba.com/nr/1998/Nov/19981108001.html
http://www.intersearchcorp.com/hispexpair0599.htm
http://www.aaf.org/diveroped.html

Viviendo en America: Extra : Viviendo en America: Extra

1. What is salsa? In what country did salsa originate? Who are the Salsa Kids? Why do they dance? How are the teens passing their culture on by dancing?

2. Ask students to bring in examples of Latino music that they may have, especially salsa. Play the recordings as students conduct research to do group work. Ask the class what they think of this music and salsa dancing. How does the music and dancing compare to other cultural music/dancing? In class discussion have students draw parallels between musical expressions of different cultures. Are any of these influences present in the music your students listen to/dance to today?

LINKS:
http://www.lamusica.com/home.htm
http://www.globalmusic.com/artists/latino/latino_streets.html
http://www.geocities.com/CollegePark/8429/salsa.html
http://www.sapphireswan.com/dance/salsa.htm

Farewell, Cassandra! : Farewell, Cassandra!

1. For how many years has Cassandra Henderson anchored CNN NEWSROOM? What stories has she covered in that time? How would you describe her style?

2. Ask students: What qualities do you think have made Cassandra Henderson a successful television news anchor? Challenge students to emulate some of these qualities as they research, write and deliver the lead-in to news stories from the past ten years. Have each student select one story, research that event, and write a one or two minute lead into that story. Then have each student deliver his/her lead as a CNN NEWSROOM anchor. If possible, videotape the presentations. Have students offer written self-critiques after viewing their tapes.

EDITOR'S NOTE:
marketing
ethnic markets
stereotypical
universal themes
exploiting
American Dream
salsa

Cassandra Henderson

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 18, 1999

CNN NEWSROOM: It's not just the news, it's a lesson plan. Earn graduate or continuing education unit credit using CNN NEWSROOM. For info go to http://turnerlearning.com/courses/enrollment/intro.html or call 1-800-344-6219.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:30... 03:00
Top Story ... 02:20... 05:20
General Pervez Musharraf lays out his plans for Pakistan.

Around the World: Nobel Peace Prize ... 04:20... 09:40
-Doctors Without Borders wins the Nobel Peace Prize.
-Winning the Nobel Prize does not ensure the future success of a recipient's cause or work.

YOUR DAILY DESK ... 01:30... 11:10
Environment Desk ... 01:20... 12:30
Elmer's Glue is being used to save damaged penguin eggs.

WORLDVIEW ... 01:30... 14:00
Wild Kingdom ... 02:40... 16:40
Activists in San Francisco take the next step in their fight for animal rights.

Inside Europe ... 03:05... 19:45
Residents of Corby, England continue to suffer the effects of toxic landfills.

Around the World ... 04:00... 23:45
Chinese authorities are starting to take pollution seriously.

NEWSROOM CHRONICLE ... 01:30... 25:15
Inner City Theater ... 02:05... 27:20
The All Stars Project fosters healthy human development in poor communities.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Pakistan Coup

1. Who is General Pervez Musharraf? Under what circumstances did he become the new chief executive of Pakistan? How do Pakistanis feel about the coup and General Musharraf? What is martial law? Is Pakistan under martial law? Explain. What was the thrust of General Musharraf's national address? How did Pakistani citizens respond to the general's address?

2. What is democracy? Is democracy important? Why or why not? In the video, General Musharraf says, "I shall not allow the people to be taken back to the era of sham democracy but to a true one." What do you think General Musharraf means by a "true democracy"? In your opinion, what changes need to occur for Pakistan to be a "true" democratic nation? Do you think it is important for Pakistan to maintain a democratic government? Why/why not?

3. The story suggests that past history is part of the problem for recent troubles in Pakistan. Guide the class as they research major political and social events in Pakistan during the past 52 years and incorporate these into a timeline. Have them prepare captions for each item describing its impact on the nation's role in the international scene. After the timeline is completed, conduct a review and invite students to analyze the current situation and make predictions about Pakistan's future. Ask students: Why do you think General Musharraf has announced a military de-escalation along the international borders with India? How should the international community respond to the current crisis in Pakistan?

LINKS:
http://cnn.com/ASIANOW/south/9910/17/pakistan.coup.02/
http://cnn.com/ASIANOW/media.sites.html#south
http://www.pakmilitary.com/index1.html
http://www.pakistanlink.com/
http://www.pbs.org/newshour/bb/asia/jan-june98/kashmir_6-1.html

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Around the World: Nobel Peace Prize : Around the World: Nobel Peace Prize

1. What is the Nobel Peace Prize? What organization received the 1999 Nobel Peace Prize? Why was the Doctors Without Borders (DWB)organization awarded the Nobel Peace Prize? How will DWB use the prize money? Does winning the Nobel Prize guarantee the future success of a recipient's cause or work? Explain.

2. In the story, the president of DWB states, "Our battle is not a daily battle for peace. Our battle is a daily battle for the dignity of people who are marginalized around the world." What do you think this statement means? Refer students to Internet resources, including the second website below, to learn more about DWB and other humanitarian aid organizations. How is DWB different from other humanitarian aid organizations? Do you think DWB should have received the Nobel Peace Prize? Explain.

3. Refer groups of students to the first two websites below to prepare a presentation about one of the DWB missions. Instruct students to provide background information about the country, and why the country is in need of DWB. Ask students: Will the efforts of DWB be sufficient to resolve the country's problem? If not, what else can the international community do to help address the problem?

4. The first Noble Peace Prize was awarded in 1901. Refer students to multimedia resources, including last website below, to learn more about the history of the Nobel Peace Prize. Have each student prepare a report about one of the prize recipients. Students should identify why the award was given, and how winning the Nobel Prize has affected the recipient's cause or work. Have students share their reports and discuss.

LINKS:
http://www.dwb.org/index.htm

http://www.who.org/
http://www.nobel.se/
http://www.nobelprizes.com/

EDITOR'S NOTE:
abeyance
martial law
interim
Pakistan
Nobel Peace Prize
Doctors Without Borders
World Health Organization
communicable diseases

YOUR DAILY DESK

Environment Desk : Elmer Penguin

1. What did ornithologist Cyndi Laljer do to save the chick inside the cracked Gentoo penguin egg? Was she successful? Why/why not? What action was taken when the chick was ready to come out of the egg? How are other penguin chicks benefiting from Dr. Laljer's discovery?

2. According to the video, the glue used to repair the penguin egg was "nontoxic." What do you think "nontoxic" means? From what substances do you think the glue is made? What could happen if a toxic substance were used to repair the eggs?

3. In this story, glue was used for a medical application, to patch a broken egg. In recent years, there has also been a growing trend toward using glue, rather than stitches, to repair human wounds. Refer students to Internet resources and periodicals to learn more about how glues are being used in medical science. Have students brainstorm a list of different medical uses for glue. Next, instruct groups of students to prepare a presentation about one of the medical uses. Ask groups to address the following questions:
   1. How is the glue used?
   2. What is the active binding agent in the glue?
   3. How does the body react to the glue?
   4. What are the benefits of using glue instead of other medical procedures?

   Have groups present their findings and discuss.

   EXTENSION: Refer students to the last two websites below to identify a list of different environmental toxins and how these toxins injure animals. Next, have students determine ways that glue could be used to protect or treat these injured animals. For example, the glue could be used to protect thin, DDT exposed eagle eggs.

LINKS:
http://www.elmers.com/whats_new/HTML/whatsnew_index.html
http://www.usatoday.com/life/health/surgery/general/lhsge010.htm
http://www.seattletimes.com/extra/browse/html97/glue_052197.html
http://www.milligan1868.com/glue.html
http://www.edf.org/
http://www.sciences.com/

EDITOR'S NOTE:
ornithologist

WORLDVIEW

Wild Kingdom : New Animal Rights

1. How would one group of animal rights activists in San Francisco like to change the city's law? How would the designation of "pet guardian" versus that of "pet owner" impact animal rights? Why are some critical of such a change in the law?

2. Cite evidence from the video to support the claim that animal rights advocates are gaining momentum in their fight. Why do you think the critics of this movement question the advocates' motives?

3. Steven Wise of the Harvard Law School has said, "If it turns out that animals that we use for food turn out to have the kinds of minds that would warrant fundamental legal rights then they should no longer be killed." Read this statement to students and ask them to discuss its implications for human treatment of animals, from using them as sources of food to using them for biomedical research. Then divide the class into small groups and have them research the pros and cons of human approaches to animal rights. The websites below offer positions on both sides of this issue. Have each group discuss its findings. Challenge each student to formulate an opinion and write a paper in response to the question, "Should animals be granted civil rights?"

LINKS:
http://www.animalrights.net/
http://www.animalrights.net/links.html
http://www.fatpet.com/elvessa/rights.htm
http://www.enviroweb.org/lsara/index.html
http://ethics.acusd.edu/animal.html
http://www.webdirectory.com/Animals/Animal_Interest_Groups/Animal_Rights/

Inside Europe : Britain Toxic Waste

1. When did the steel plant in Corby close? In spite of the closure, what substances still pollute the local landfills? Explain what is happening to some children whose families lived within a few miles of these landfills.

2. What did the families of these children recently win that could help them in this landmark case? What is their attorney trying to prove? How is Dr. John Scott trying to establish whether or not there is a link between the landfill pollution and the children's birth defects? How has Britain's government responded to this issue?

3. What are the proven effects of toxic waste pollution? How are residents and governments dealing with this problem? Have students work in groups to research some answers to these questions, and share their findings in class discussion. Refer back to the story of Corby and discuss what lessons can be applied to this town's situation: What will attorneys and scientists need to establish in order to win their case on behalf of Corby's children? How can their town rid itself of the problem? What can be done to prevent chemical pollution of landfills and groundwater sources in the future?

LINKS:
http://www.npwrc.usgs.gov/narcam/info/news/plw5.htm
http://www.assembly.ca.gov/demweb/members/a43/news/a43art113.htm
http://www.ec.gc.ca/water/en/manage/poll/e_legacy.htm

Around the World : China Pollution

1. What is China's fastest-growing province? What is the capital of this province? How would you describe Guangzhou? What dubious honor did Guangzhou earn from the World Bank last year?

2. What evidence indicates that Chinese authorities are starting to appreciate the negative effects of pollution? How has Guangzhou become somewhat of a pacesetter in fighting pollution? In spite of these efforts, why do the incentives to pollute remain far greater than the incentives to clean up the environment?

3. Lead students back to the video to recall some of the environmental problems China faces. Then have students work in groups to learn more about China's pollution problems, their causes, and the government's response. Reconvene the class and have groups present their findings. Compare China's response to its pollution problems with that of the U.S. Discuss the economic and political factors that underlie China's reluctance to deal with this problem.

LINKS:
http://www.owlnet.rice.edu/~skoe/china/pollution/pindex.html
http://www.pnl.gov/china/incentwk.htm
http://www.library.utoronto.ca/pcs/state/chinaeco/pollut.htm
http://www.milbank.com/envpub5.html

EDITOR'S NOTE:
guardians
biomedical research
civil rights
arsenic
toxic landfill
noxious
sulfur dioxide
acid rain

NEWSROOM CHRONICLE

Inner City Theater : Inner City Theater

1. What is the All Stars Project? When was the project established? How does the All Stars Project help kids?

2. What is self-esteem? Do you think having positive self-esteem is important? Explain. According to experts, low self-esteem has been linked with negative attitude and unsuccessful performance in school and in life. What do you think causes low self-esteem?

3. As a class, instruct students to brainstorm a list of situations in which children's self-esteem can come into question. Group students. Have each group select a situation from the list and develop a role play to show how a child's interaction with others can cause the child to have low self-esteem. Following each group's presentation, discuss the role play and ask the audience to suggest ways that the situation could have been handled differently to promote positive self-esteem in the child.

   EXTENSION: Refer students to Internet resources to learn about the variety of school and community based programs that exist to help children develop positive self-esteem. Group students.

Have each group prepare a presentation about one of the programs. Instruct group members to identify why the program is unique, and if the program is effective. Following the presentations, have students discuss whether or not their school environment promotes positive self-esteem in its students. If not, ask students: What changes could be made to the school environment that could enhance students' self-esteem?

LINKS:
http://www.allstars.org/
http://www.castillo.org/All%20Stars/rptpresident_12_98.htm
http://www.self-esteem-nase.org/

EDITOR'S NOTE:
Harlem
self-esteem
talent shows

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 19, 1999

Revisit a dark period in U.S. History as CNN NEWSROOM presents a special two-part series on THE GREAT DEPRESSION, tomorrow and Thursday.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00... 02:30
Top Story ... 02:10... 04:40
Independent Counsel Ken Starr resigns.

YOUR DAILY DESK ... 01:05... 05:45
Health Desk ... 02:15... 08:00
New medications may help treat colds and prevent people from getting the flu.

WORLDVIEW ... 00:45... 08:45
Political Front ... 05:50... 14:35
Mao Zedong's Cultural Revolution changed the face of China.

FYI: My Two Sons ... 03:20... 17:55
As people live longer, families are faced with difficult choices.

NEWSROOM CHRONICLE ... 00:15... 18:10
Our World ... 02:00... 20:10
The American Library Association declares this week "Teen Reading Week."

Our World ... 06:45... 26:55
Meet a young driver who spends life in the fast lane.

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Independent Counsel

1. Who is Kenneth Starr? Why was he appointed to the position of independent counsel? What law created this position? What is the status of the law now? Why does Mr. Starr's position still exist?

2. What investigations must be concluded by new Independent Counsel Robert Ray? Do you think the

American people want the investigations to continue? Should their wishes determine whether or not the investigations continue? State the rationale for your view.

3. Inform students that the law which created the independent counsel instructs the attorney general to request an outside prosecutor in cases involving high government officials where the "personal, financial, or political conflict of interest" is too great. Generate a class discussion about the position of independent counsel and its creation. Then ask students: Now that there is no longer an independent counsel, who should investigate serious charges against a high-ranking government official (like the president)? Remind students that the attorney general and directors of the C.I.A. and F.B.I. are all appointed by the executive branch, so there may be a conflict there. Divide the class into small groups and challenge each to come up with an answer to your question. Have each group report its solution and explain the reasoning behind it.

   EXTENSION: Have students research the history of the independent counsel and share their information. Challenge each student to write an essay in response to the question: Does the independent counsel strengthen the balance of power among the branches of government or tip the scales?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/18/starr.resigns/
http://cnn.com/ALLPOLITICS/stories/1999/10/18/ray.appointed/
http://cnn.com/ALLPOLITICS/stories/1999/06/30/ic.history/
http://www.abanet.org/publiced/oic.html

EDITOR'S NOTE:
independent counsel
Ken Starr
Robert Ray
Whitewater
scandals
statute
impeachment
Hillary Clinton

YOUR DAILY DESK

Health Desk : New Cold and Flu Treatments

1. What causes colds and flu? How do people contract these viruses? Is there a cure for these illnesses? Explain. What are Pleconaril and Zanamavir? Are these medications effective? Explain. Do you think these medications should be used by the general public? Why/why not? What are some of the traditional ways of managing flu and cold symptoms?

2. Refer students to multimedia resources, including the websites below, to learn more about the treatment and prevention of colds and flu. Have groups of students answer the following questions:
   1. How long are colds and flu contagious?
   2. Are all colds and flu alike?
   3. What is an immune system? What is its role in fighting cold and flu?
   4. Why do children get so many colds?
   5. What are the risks associated with giving aspirin to children under age 16?
   6. How many people die from the flu each year?
   7. Can colds and flu be prevented?
   8. What are some of the nontraditional ways of treating cold and flu symptoms? Do these

remedies work? Explain.

As a class, discuss the answers to these questions. Next, have the class use this information to create a campaign for their peers or elementary school students to prevent the spread of colds and flu.

LINKS:
http://www.thriveonline.com/health/news/RB/1999Jul14/7.html
http://www.glaxowellcome.co.uk/
http://www.asto.com.au/flu.htm
http://my.webmd.com/self_care_article/DMK_ARTICLE_58255
http://my.webmd.com/self_care_article/DMK_ARTICLE_58265
http://www.mayohealth.org/mayo/9709/htm/colds.htm

EDITOR'S NOTE:
placebo
anti-viral drug
common cold
flu
duration

WORLDVIEW

Political Front : China's Cultural Revolution

1. Who was Mao Zedong? What was the Cultural Revolution? Who were the Red Guards? Why were children important to the revolution? How did the Cultural Revolution impact relations between the Soviet Union and China? Why did the Cultural Revolution end?

2. According to the video, "Everything predating Mao and his revolution was bad, feudalistic, and marked for destruction." Why do you think Mao instituted this policy? How did this policy affect China and its people? In your opinion, why did the Chinese people support Mao?

3. The following activity is intended to help students better understand the history of the People's Republic of China. Refer groups of students to texts and online resources, including the last website below, to prepare presentations about one of the following programs instituted by Mao's Communist government: Land reform, social reform, thought reform, economic planning, the Great Leap Forward and the Cultural Revolution. Following the group presentations, have students discuss how Mao Zedong's Cultural Revolution changed the political and social landscape of China.

LINKS:
http://www.hrichina.org/
http://www.state.gov/www/current/debate/china.html
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html

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FYI: My Two Sons : FYI: My Two Sons

1. What is a generation? Why are people living longer? What problems and issues are specific to the elderly? How do these issues affect family members? Why did Mr. Cooney's sons decide to place their father in an assisted living facility? How did this decision affect each of the family members?

2. Ask students whose families have cared for an elderly family member to describe their experiences.

Do you agree with Mr. Cooney's sons' decision to place him in the assisted living facility? Why/why not? Why do you think it was difficult for Mr. Cooney to leave his home? Do you think Mr. Cooney's family effectively managed the transition? Explain.

3. Have students interview people of their parents' and grandparents' generations to determine how caring for the elderly has changed during the last several generations. Instruct students to identify how economics, lifestyles, technology, and sociocultural factors have influenced the way people cope with issues facing elderly family members. Have students share their findings and determine the benefits and drawbacks (for both the parent and the child) of the different lifestyle options available to the elderly.

   EXTENSION: Have students identify the different housing options available to the elderly. If possible, have students visit a nursing home, a continuing care retirement community and an assisted living community to learn about these facilities, and the lifestyles of their residents. Following the visit, have students discuss their impressions. Ask students: How would you feel about living in a nursing home or assisted living facility? How would you feel about having to place your parents in one of these facilities?

LINKS:
http://www.aarp.org/
http://www.aarp.org/programs/housing/
http://www.seniors.yahoo.com/

EDITOR'S NOTE:
China
Cultural Revolution
witch hunt
purged
pragmatism
generation
contemporaneous
offspring

NEWSROOM CHRONICLE

Our World : Teen Reading Week

1. What are libraries around the U.S. doing to promote reading to teenagers? Do you think celebrity endorsements are a good idea? Why/why not? Do you enjoy reading? If so, what kinds of books do you like to read? If not, what do you think it would take to change your mind?

2. Encourage your students to take part in "Teen Reading Week" by having each one choose, read, and write a review on a book that you approve. The students may wish to consult their school/local libraries or the Internet for lists of age-appropriate books. If possible, work with your school's computer science teachers to create a webpage where students in your class can post their reviews for other students to read -OR- publish the best reviews in your school newspaper.

LINKS:
http://www.ala.org/
http://www.ala.org/yalsa/booklists/poppaper99.html
http://www-lib.co.santa-clara.ca.us/teen/biblcent.html

Our World : T. J. and Speed

1. Who is Thomas Jason Hogan? How old is he? How do his relatives and racing colleagues describe him? Who is T.J.'s mentor? What role does Mr. Hogan play in his son's developing career? How does T.J.'s Mom feel about her son's future?

2. Explain how mechanical problems in a recent race tested T.J.'s resolve. How did his Dad help him? Where did T.J. finish in this race? What do you think he learned from this experience?

3. In the video we learn that auto racing is the fastest-growing spectator sport in the U.S. Have students review the websites below and other resources to learn more about racing and its impact on the sports world as well as on the economy. Discuss some reasons for the sport's popularity. What other industries and businesses are benefitting from this growing sport?

4. Ask students if they know of any other teenagers who are serious about particular pastimes or activities, to the point where they may be preparing for careers in these fields. Students may want to consider young people they know who are involved in sports, dance, music, theater, computers, or other fields. Have each student interview one such person to find out what it takes to be good at this activity, and what the individual gets out of participation in it. Share student interviews and discuss what other young people can learn from these individuals and from T.J. Hogan.

LINKS:
http://www.nascar.com/
http://users.snip.net/~shirsch/webring.htm
http://www.stockcarracing.com/index.html

EDITOR'S NOTE:
Teen Reading Week
T.J. Hogan
NASCAR
Daytona
Darlington
laps
pole position
adrenalin

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

October 20, 1999

Tomorrow revisit a dark period in U.S. History as CNN NEWSROOM presents part two of a special series on THE GREAT DEPRESSION.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:45... 01:45
Top Story ... 02:10... 03:55
Indonesia will elect a new president.

YOUR DAILY DESK ... 00:45... 04:40
Business Desk ... 03:00... 07:40
The Final Frontier could be a future vacation destination.

WORLDVIEW ... 00:30... 08:10
Taking Care of Business ... 02:00... 10:10
Taiwan struggles to rebuild after a devastating earthquake.

Inside Europe ... 03:00... 13:10
Times are tough for Great Britain's farmers.

Check It Out: Investor Education ... 03:20... 16:30
Hong Kong's market watchdog is trying to teach investors how to protect themselves.

NEWSROOM CHRONICLE ... 00:40... 17:10
Our World ... 01:50... 19:00
President Clinton conducts a summit on youth violence.

Special Series ... 08:10... 27:10
Survivors of the Great Depression recall the days when money and hope were scarce.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Indonesia Elections

1. Locate Indonesia on a world map. What is the function of Indonesia's People's Consultative

Assembly? How has its role changed in recent years? Who is B.J. Habibie? Why is he stepping down as President of Indonesia? Why is his resignation politically and historically significant? What events have transpired in East Timor during the last year? Do you agree with the Assembly's decision to revoke the annexation of East Timor? Why/why not?

2. Have students review the recent history of unrest in the Republic of Indonesia. During the last year Indonesia has undergone a transition from autocracy to democracy. What are the differences between an autocratic and democratic government? What challenges do you think the Indonesian people have faced during this period of transition?

3. Describe the process by which B.J. Habibie was removed from office. According to the video, "this is the first time an Indonesian president was held accountable to the people." Do you think it is important for political leaders to be held accountable to the public? Explain. Does your country have a process that is used to hold political leaders accountable? If so, describe the political process. Is the process effective? Why/why not?

4. Many young democracies have sprung up and struggled to develop in the past 10 years. Challenge students to imagine themselves in the midst of such an environment. What specific problems do they envision in a country moving from strict state control to a free society? What issues would be important to them as citizens in a newly forming democracy? Direct them to consider American history after the American Revolution. How do the issues compare and contrast to ones in Indonesia? Direct students to write essays comparing the evolution of democracy during the American Revolution to the evolution of democracy occurring in Indonesia. Have students present their essays and discuss.

LINKS:
http://cnn.com/ASIANOW/southeast/9910/19/indonesia.politics.03/
http://www.prica.org/indonesia/
http://coombs.anu.edu.au/WWWVLPages/IndonPages/WWWVL-Indonesia.html
http://www.asiasociety.org/special-reports/indonesia.html
http://www.asiasociety.org/publications/indonesia/
http://www.cnn.com/WORLD/asiapcf/9805/18/suharto.chronology.reut/index.html

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EDITOR'S NOTE:
authoritarian rule
Indonesia
East Timor
democracy

YOUR DAILY DESK

Business Desk : Space Tourism

1. What kinds of professionals would be involved in a possible space tourism business? What considerations have to be met for this idea to become reality? How would you define the term "space entrepreneur"? How are some space entrepreneurs already capitalizing on the idea of space tourism? What is the price they are charging for a ticket? Do you think this price is justified? Why/why not?

2. How might the International Space Station figure into plans for the space tourism industry? What is NASA's position on sending tourists into space? What are some criticisms of space tourism? Where does Apollo 11 astronaut Buzz Aldrin stand on this issue? Why do you think he feels this way? Do you think space tourism in your lifetime is a realistic expectation? If so, do you feel it will be safe?

Explain.

3. As we learn in the video, space tourism is an industry in its infant stages. Challenge groups of students to create advertising campaigns for fictitious corporations in this new industry. Have each group research the issues surrounding space tourism, as well as the advances that have been made in space travel and issues that would be of concern to consumers. Direct each group to create a 30-second television spot, radio ad, Internet ad or print ad designed to get consumers to consider taking their next vacation in space. Have groups present their efforts. Discuss the target market for this service, the concerns these consumers might have, and the best ways for new companies to position themselves in the young space tourism industry.

4. What is a joint venture? Refer students back to the video and point out that a vacation aboard the International Space Station would be a joint NASA-business venture. Challenge students to go online or search other resources for information on other business joint ventures, and share these with the class. What are some advantages of such a business arrangement? Are there any disadvantages? Discuss.

LINKS:
http://www.jvprofit.com/
http://home.earthlink.net/~fpearce/Jointventure.html

EDITOR'S NOTE:
space entrepreneurs
International Space Station
space tourism

WORLDVIEW

Taking Care of Business : Taiwan Rebuilds

1. Describe the damage caused by the recent earthquake in Taiwan. In spite of the devastation, how do many Taiwanese feel about their ability to rebuild their infrastructure? According to the government, how much could fixing the infrastructure cost? How is the government attempting to help those who need to rebuild?

2. Throughout this video there is the message that the Taiwanese people are uniting to overcome this tragedy. Has your community ever experienced a natural disaster or some other tragedy? If so, how has it rebounded from the event? If not, what physical and emotional resources do you think it would take to rebuild your community in the aftermath of a disaster?

3. Besides the physical rebuilding, what other challenges resulting from this disaster does Taiwan face? Have students work in groups to learn more about the recent Taiwan earthquake and rebuilding efforts after other major quakes around the world. Share findings in class discussion. What economic and psychological effects linger long after a natural disaster?

LINKS:
http://www.disasterrelief.org/Disasters/990920Taiwan/
http://gbgm-umc.org/asia-pacific/taiwan/an092199swmw.html
http://www.seattletimes.com/extra/browse/html97/altkobe_011797.html
http://www.losaltosonline.com/latc/arch/9744/Communit/4italians/4italians.html

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Inside Europe : Britain Farmer Protest

1. What is happening to the business of farming in England? What did the two farmers from Devon recently have to do to 70 of their sheep? Why? What has happened to the prices of farm products over the past two years? How has this impacted the average farmer's income?

2. How does the Farmers' Union assess the current farming crisis? What does a new survey say about the future of farming in England? Explain how international factors have a role in the current state of agribusiness in Great Britain.

3. Divide the class into groups, and have each use the Internet and other resources to learn more about the challenges facing British farmers. Discuss the economic issues that have led to a downturn in the farming business, especially the role of the strong British pound. What is "Mad Cow Disease"? When was it discovered, and how has it affected livestock farmers in Great Britain? Share group findings. Generate a class discussion about ways that the British government could reassure consumers and help to invigorate the British agriculture industry.

LINKS:
http://194.130.56.40/low/english/special_report/1998/countryside/newsid_60000/60674.stm
http://www.geocities.com/RainForest/2694/farming.html
http://www.maff.gov.uk/animalh/bse/default.htm
http://www.maff.gov.uk/

Check It Out: Investor Education : Check It Out: Investor Education

1. Locate Hong Kong on a world map. What kind of city is Hong Kong? What kinds of businesses thrive there? What is the city's market regulator trying to do to help investors? Do you think investors in a city like Hong Kong need to be taught how to protect themselves? Explain.

2. Explain how the Hong Kong market regulator is getting the message out about investor education. What is the focus of this message? What else is the Securities Futures Commission doing to promote smart investing?

3. The innovative television ads launched by the Hong Kong market regulator have one of the highest ad recall rates in the city. What does this mean? What ads do you recall best? Why do you think they are effective?

4. Challenge students to apply what the Hong Kong regulators are doing to a basic approach to investor education among young people in the U.S. Ask: What would you want young investors to know, and how would you go about making them aware of this information? Divide the class into small groups and have each conduct research to learn more about investing in the U.S. Have each choose one aspect of investment and prepare a brief presentation designed to educate the young investor.

LINKS:
http://www.nyse.com/
http://WWW.MORNINGSTAR.NET/
http://www.cftech.com/BrainBank/FINANCE/TheStockMkt.html
http://www.cftech.com/BrainBank/FINANCE/FinanceIndex.html

EDITOR'S NOTE:
livelihood
infrastructure
euro
ewes

mutton
depression
ad recall rate
bull/bear market

NEWSROOM CHRONICLE

Our World : Youth Violence Summit

1. What was the purpose of the summit? Do you think the summit was useful? Explain. Do you worry about school violence? Why/why not?

2. According to President Clinton, "If you want to live in the new world of the 21st century, you've got to help people get rid of their old hatreds and fears." Do you think fear and hatred cause violence? Explain. How can people get rid of their fear and hatred?

3. Some students maintain that poor parenting is to blame for the increase in youth violence. Do you agree with this statement? Explain. What does it take to be an effective parent? What can parents do to raise nonviolent children?

4. Ask students what they think is the best way to deal with the problem of youth violence. Refer groups of students to multimedia resources, including the websites below, to research some of the ideas others are considering or using to address the issue of youth violence. Have each group share its findings. Then, as a class, generate a list of those ideas students think would work, and have students add their own ideas as well. As a class, compose a letter to President Clinton and outline the students' recommendations for addressing the problem of youth violence.

LINKS:
http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html
http://www.cdc.gov/od/oc/media/fact/violence.htm
http://www.ncsu.edu/cpsv/pyrfull.html
http://www.usdoj.gov/
http://helping.apa.org/warningsigns/index.html

Special Series : The Great Depression: Part I

1. Describe the national mood in the U.S. at the end of World War I. How did this mood change by the end of the 1920s? What happened on "Black Thursday" and "Black Tuesday" in October, 1929? Where were David Granger and Oscar Hogan working at the time? What do they remember about that experience? How were shockwaves from the market crash felt beyond Wall Street?

2. What are Rose Titlebaum's recollections of the Great Depression? Where did she grow up? What was Sixth Avenue also called? Why? At the peak of the Depression, what percentage of Americans were out of work? Compare this statistic to current unemployment rates (about 4% nationally). How might everyone be affected if suddenly 25% of the workforce were without jobs?

3. What advice does Ms. Titlebaum give her grandchildren? Do you try to save money "for a rainy day"? Do you think that saving money is important today? Why/why not? Why was the Depression especially tough for African- Americans? What does Edward Clark remember most about this time? Why do you think there was no government "safety net" to help those who were desparate for financial aid?

4. Who was U.S. president when the market crashed in 1929? Who succeeded him? Why do you think Franklin Roosevelt told Americans that they had "nothing to fear but fear itself"? Do you think

those who lived during the Depression found these words to be inspirational? Explain. It has been said that the term "Depression" was given to this time by President Herbert Hoover, who was trying not to call it a "panic." Why do you think he didn't want to use this word?

5. What exactly happened when the stock market "crashed"? Have students work in groups to learn about the events of October 24, 1929 and October 29, 1929 and share their findings. Note and discuss the meanings of such terms as "bull market" "bear market" "shares of stock" and other terms necessary for a basic understanding of the market. Challenge each student to write a brief essay explaining in his/her own words what happened when the market crashed in 1929.

6. Besides the economic fallout, the Depression caused social problems. What were some of these problems? Assist students in conducting research to learn more about the social ramifications of the Great Depression. Share findings in class discussion. Were any of these problems addressed? If so, by whom? How would they be addressed if the U.S. were in the middle of an economic crisis today?

7. President Roosevelt's response to the economic crisis was the "New Deal." Have students use their texts and other resources to find out what the New Deal was and how its programs were aimed at bringing the U.S. out of the Depression. Which programs were the most successful? Were any ineffective? Discuss the modern legacy of the New Deal and the ongoing political debate as to the role of government in the economy and in the lives of individuals.

LINKS:
http://hoover.nara.gov/gallery/gallery06.html
http://us.history.wisc.edu/hist102/lectures/lecture18.html
http://us.history.wisc.edu/hist102/lectures/lecture19.html
http://tlc.ai.org/depressi.htm
http://www.sos.state.mi.us/history/museum/techstuf/depressn/gd_links.html

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EDITOR'S NOTE:
Black Thursday
Black Tuesday
bull market
bear market
tenement
Great Depression
youth violence
summit

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 21, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:30... 02:30
Top Story ... 02:00... 04:30
Elizabeth Dole quits the presidential race.

Democracy in America: Women React ... 02:30... 07:00
American women react to Ms. Dole's resignation.

In the Headlines ... 01:00... 08:00
President Abdurrahman Wahid is the first freely elected leader of Indonesia.

YOUR DAILY DESK ... 01:00... 09:00
Science Desk ... 02:00... 11:00
The solo flight, sci-fi jet pack of the 1950's, may soon have a real equivalent.

WORLDVIEW ... 01:00... 12:00
Political Front ... 02:40... 14:40
The U.S. suspects that Iraq is trying to rebuild its weapons of mass destruction.

Inside Asia ... 03:00... 17:40
A Shanghai-born entrepreneur owns the second-largest software company in the world.

Communication Transformation: Internet Peace ... 03:00... 20:40
The Internet threatens to undermine control of the press in totalitarian nations.

NEWSROOM CHRONICLE ... 01:00... 21:40
Special Series ... 04:55... 26:35
Could something like the Great Depression happen again?

Look Ahead ... 00:40... 27:15
Oct. 27: The Game of Life

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Dole Drops Out

1. Who is Elizabeth Dole? What are some of her professional accomplishments? What is her relationship to Bob Dole? With which political party is Ms. Dole affiliated? Why did Ms. Dole dropout of the presidential race?

2. Have students refer to print and online resources to learn more about the GOP candidates, their political platforms, and the financial status of their campaigns. Ask students: Who will benefit from Ms. Dole's withdrawal from the GOP race? What issues do you consider the most important for these candidates? Ms. Dole has indicated that though she is no longer a presidential candidate she plans to "remain involved" in the campaign. What role do you think Ms. Dole might assume? Why?

3. Ms. Dole has been quoted in the press as saying, "Without enough cash it is impossible to wage an effective campaign." Why do you think it cost so much for presidential candidates to run a campaign? Do you think campaign finance influences politics and public policy? Explain.

4. Refer students to the websites below to learn about the Federal Election Commission, the laws related to financing a campaign, and the issue of campaign finance reform. Next, divide your class into two groups to debate whether or not the U.S. government should institute laws to limit campaign spending. Following the debate, ask students: Do you think the outcome of Ms. Dole's campaign would have been different if laws were in place to limit campaign spending?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/20/dole.quits.01/
http://cnn.com/ELECTION/2000/resources/fec.reports/
http://www.publicampaign.org/
http://www.publicampaign.org/leaders.html
http://www.fec.gov/
http://www.fec.gov/1996/about.htm
http://www.fec.gov/pages/fecfeca.htm

Democracy in America: Women React : Democracy in America: Women React

1. How did members of the Tri-Delta sorority feel about Ms. Dole's resignation? Why do many people consider Ms. Dole a role model? According to Pat Schroeder, why did Ms. Dole have difficulty generating enough money to fund her campaign? Do you agree? Why/why not? Do you think being female is an asset or a hindrance for a presidential candidate? Explain. Do you think Ms. Dole's resignation will effect the image of the Republican Party? Explain.

2. Throughout the world women, such as Margaret Thatcher and Golda Meir, have headed governments. Have students generate a historical list of female heads of state. Group students. Refer groups to library and Internet resources to prepare a biography about one of the leaders from the list. Have students address the following questions: What attributes did/does this female leader possess? Are these attributes gender specific? Did being female pose obstacles during her political career? Why/why not? Following the group presentations, have students consider why the U.S. has never had a female president or vice president. Ask students: Do you think gender should be a factor for determining whether a candidate is qualified to hold political office? Do you think a woman will become President of the U.S. in your lifetime? Explain.

LINKS:
http://www.e-dole2000.com/
http://www.netsrq.com/~dbois/

http://www.netsrq.com/~dbois/govern.html

EDITOR'S NOTE:
Elizabeth Dole
GOP
presidential candidate

YOUR DAILY DESK

Science Desk : Millenium Jet

1. On what machine prototype is Michael Moshier working? What inspired this project? What are the first uses for his invention likely to be? What other flying prototype is being developed? How does it work?

2. Why do you think the Solo Trek has ducted (encased) fans? In what directions do you think the fans have to face for the passenger to increase altitude, and to move forward and backward? What military and nonmilitary uses can you think of for the Solo Trek?

3. In order to fly from one destination to the next the Solo Trek has to create horizontal motion while at the same time maintaining its altitude. In physics and geometry, the speed and direction of a moving object is called its velocity. Discuss the following questions related to velocity and the Solo Trek with your students:
   1. As the Solo Trek's ducted fans tilt to move the passenger forward, what happens to the velocity of the airflow? The velocity of the passenger?
   2. If the output of the fans remains the same, what would happen to the passenger's altitude when the fans are tilted forward? How do you think the machine compensates for this?
   3. What two forces are acting upon the passenger as he/she flies through the air?
   4. How does the proportional relationship between the two forces change as the passenger speeds up or slows down? Explain.

   Discuss how understanding velocity is an integral part of the design process for machines like the Solo Trek.

   EXTENSION: What safety features do you think should be built into the Solo Trek? Describe how they might work. Compare the safety of this machine to helicopters and airplanes.

LINKS:
http://www.solotrek.com/mjet/index1.html
http://www.phys.virginia.edu/classes/109N/lectures/vectors.htm
http://www.glenbrook.k12.il.us/gbssci/phys/Class/1DKin/U1L1d.html

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WORLDVIEW

Political Front : Iraqi Weapons

1. How have Iraqi leaders responded to U.S. claims that Baghdad is reviving its banned weapons? What was the BMVC? Why was it abandoned, and by whom? Since the BMVC no longer exists, who or what is monitoring Iraqi weapons systems? Does it appear that this monitoring system is adequate? Explain.

2. What signals from Iraq's leadership point to a possible revival of its weapons programs? Iraqi

General Amir says that comments like those from Saddam Hussein might be referring to general national defense, not necessarily weapons of mass destruction. Do you have any reason to believe or to not believe General Amir's comments? Explain.

3. If Iraq is rebuilding its banned weapons, how might the U.S. and other nations respond? Refer students back to the video and the mention of "Resolution 687." Generate a class discussion about United Nations resolutions and the mandate for international action against Iraq regarding its weapons arsenal. Divide the class into groups and have each group research Resolution 687 and other U.N. resolutions to learn more about the U.N. and its mandate. Assist students in locating information about the I.A.E.A. (its website is the last one listed below) and its function in controlling weapons of mass destruction. Share group findings and discuss what gives the U.S. and other nations the authority to react militarily if Iraq is rebuilding is banned weapons.

LINKS:
http://www.clw.org/pub/clw/coalition/libiraq.htm
http://www.asil.org/insigh12.htm
http://news.bbc.co.uk/hi/english/events/crisis_in_the_gulf/decision_makers_and_diplomacy/newsid_2160
http://www.csis.org/mideast/reports/iraq_unres.html
http://www.iaea.or.at/

Inside Asia : Computer Associates

1. Who is Charles Wang? What is the name of his software company? Why does Mr. Wang believe that entrepreneurship cannot be taught? What does he think most entrepreneurs have in common? What problems has he encountered on the road to success? How does he use his success to give back to others?

2. How is Charles Wang like other entrepreneurs? What characteristics do many entrepreneurs share? Have students interview local entrepreneurs to learn more about what it takes to take business risks, how one builds a business, and any advice these businessowners have for young people who may someday own their own businesses. Share student interviews in class. Poll students to see how many might someday like to try their hand at entrepreneurism.

LINKS:
http://www.cai.com/
http://www.entrepreneurmag.com/resource/toolkit/compcon4.hts
http://www.go.com/Center/Business/Small_business?tid=484

Communication Transformation: Internet Peace : Communication Transformation: Internet Peace

1. What is *The Nation*? Who is its editor? What is unique about this newspaper? How does the online presence of *The Nation* threaten those African leaders who do not want government wrongdoing exposed? How does the Internet empower the press in many African countries?

2. The Internet has been called the ultimate freedom forum. What makes the Internet a breeding ground for free speech? How is online free speech beneficial? Could it have any downsides? If you were to read a story online about corruption in another country's government, how would you go about determining whether or not that story was authentic? What might be some of the negative repercussions for that country if the story was untrue? How might you verify or challenge information you find on the Internet?

3. Send groups of students on an Internet scavenger hunt. Their task is to find at least one international news source that has an article on a recent political or economic event. Have each group share its website and summarize its article. Ask: Would you be likely to find this information in a newspaper

in this country? Why/why not? If so, do you think the information presented online is any different from what you would see in the actual newspaper? Explain. If not, what do you think might happen if the writer attempted to publish this story domestically?

EXTENSION: What is propaganda? Discuss the meaning of this term and have students cite examples. Is the Internet ever used for propanganda purposes? Is propaganda always a bad thing? Discuss ways that an informed Web surfer can distinguish the difference between objective journalism and propaganda on the Internet.

LINKS:
http://emporium.turnpike.net/~walk/hometown/globe.htm
http://www.duth.gr/maillist-archives/thrace/tl43/msg00179.html
http://www.arabicnews.com/ansub/index.html

EDITOR'S NOTE:
UNSCOM
mass destruction
technological
entrepreneurship
compensation package
repressive

NEWSROOM CHRONICLE

Special Series : The Great Depression: Part II

1. According to the video, could there be another economic catastrophe like the Great Depression in the U.S.? Explain. Why do you think that even the experts are divided on this question? Discuss the economic, political and social safeguards that are in place to cushion the blow should another serious economic crisis occur in the U.S.

2. What is the current state of the U.S. economy? How is the U.S. economy like a rollercoaster? Why do some economists like Harry Dent believe that the next big economic crash will occur in another decade or so? Who are the "Baby Boomers"? What is their current role in the economy? What does Larry Lindsey predict for the future of the U.S. economy? What does he see as the driving force in the economy? How could this force bring about an economic collapse?

3. Ask students to reconsider Mr. Lindsey's argument that the driving force of the economy is greed. Discuss how greed is a factor in consumerism. Why is overextension of consumer credit a dangerous thing for the economy? Have students conduct research to determine whether greed played a role in the stock market crash of 1929 and share their information. Compare this to the kind of greed that propels the economy today, according to Larry Lindsey. Is consumerism ever a positive economic force? Under what conditions does it become a negative one?

4. Do students think that history could someday repeat itself in the form of another "Great Depression"? Have students conduct research to learn more about the factors behind the market crash of 1929 and the Depression. Direct each to use this information to write an essay in response to the question: Could an economic depression like the one that occurred in 1929 happen again in the U.S.?

LINKS:
http://washingtonpost.com/wp-srv/business/longterm/biztalk/grasso1/102929.htm
http://www.cincypost.com/living/cloon103197.html

http://www.worth.com/articles/M9610E01.html
http://www.detnews.com/1997/biz/9710/19/10190017.htm

EDITOR'S NOTE:
Great Depression
unemployment benefits
social security
welfare
boom
entrepreneur
generational factors

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 22, 1999

CNN NEWSROOM's Millennium Voyage addresses the issues that define the last 1000 years. Join us for the first report from this ocean-bound CNN Student Bureau on October 29th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:05... 02:35
Top Story ... 01:45... 04:20
Scientists uncover what may be the oldest dinosaur fossils.

Around the World ... 01:35... 05:55
A frozen, fully-preserved wooly mammoth is found in Siberia.

YOUR DAILY DESK ... 00:35... 06:30
Editor's Desk ... 03:30... 10:00
Edmund Morris' biography of Ronald Reagan includes the author as a character.

WORLDVIEW ... 00:35... 10:35
Fast Fact ... 02:55... 13:30
The art of the Egyptian pyramids is on display at the N.Y. Metropolitan Museum.

Inside Asia ... 04:05... 17:35
A new book depicts Chinese art that reflects the country's diversity and culture.

Russian Church Bells ... 03:15... 20:50
The Russian Orthodox church hopes to bring renewed attention to bell ringing.

NEWSROOM CHRONICLE ... 01:00... 21:50
Young Writer ... 05:00... 26:50
Meet a 21-year-old author who already has a bestseller on his resume.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Dinosaur Discovery

1. When did dinosaurs disappear from the face of the earth? Where were the dinosaur bones believed

to be the oldest fossils discovered? Approximately how old are these remains?

2. What were the prosauropods? Were the prosauropods herbivores or carnivores? What clues support this claim? To what other kinds of dinosaurs can prosauropods be compared? What does the structure of the teeth and jaws tell scientists about these animals?

3. Scientists use a vast array of terms to describe the different dinosaurs, their physical characteristics and capabilities. Direct students to the first website below for a "Dinosaur Glossary" that explains many of these terms. Review some of the terms students recognize and discuss some of the terms that are new. Then challenge each student to rewrite most of the information contained in today's Top Story, using as many terms as possible from the Glossary. How might this story appear if it appeared in a scientific journal? What has this experience taught students about the language of those who study dinosaurs?

4. Webster's Dictionary defines paleontology as "the science of the forms of life existing in former geologic periods, as represented by their fossils." Write this definition on the board and ask students to consider how paleontologists act as detectives. Divide the class into groups and challenge each group to find a physical description or picture of a dinosaur fossil. Based solely on this information, have each group devise some educated guesses as to what that dinosaur ate, where it lived, and offer any other hypotheses that can be constructed about this creature's existence. Have groups share their ideas. Discuss how the detective work completed by each paleontologist leads to new answers and new questions.

LINKS:
http://www.nmmnh-abq.mus.nm.us/nmmnh/dinoglossary.html
http://helios.augustana.edu/geology/antrctca/antrctca.html
http://www.nova.edu/ocean/biol1090/W9E-TRIASLIFE4.htm

Around the World : Mammoth Excavation

1. Where was the frozen wooly mammoth discovered? Where are scientists storing the mammoth in order to study it? For how long has the animal been preserved in the ice? How did scientists locate it? Explain how they removed the remains from the ice.

2. In the video we are told that scientists are trying to find out what caused the wooly mammoth's extinction. Some of the possible reasons cited for the demise of this species are a widespread virus and a drastic climate change. Do you think either or both of these factors could have contributed to the extinction of the mammoth, or do you think something else is responsible? State the rationale for your response.

3. Generate a class discussion about what the scientists hope to learn from this preserved mammoth. Inform students that scientists have already learned a great deal about the mammoth's unique adaptive characteristics, specifically to the cold climate in which it lived. Divide the class into groups and have them conduct research to learn more about the mammoth's adaptation to the cold. Discuss how its physical features enabled it to thrive in such cold climates. Compare the mammoth to other prehistoric species and discuss why most dinosaur fossils are not found in cold climates.

LINKS:
http://www.nrm.se/virtexhi/mammsaga/mammut.html.en
http://www.nrm.se/virtexhi/mammsaga/coldadap.html.en
http://www.discovery.com/exp/mammoth/mammoth.html
http://www.discovery.com/exp/mammoth/clues.html

EDITOR'S NOTE:

prosauropods
brontosaurus
Triassic Period
permafrost
wooly mammoth
extinction

YOUR DAILY DESK

Editor's Desk : Reagan Biography

1. Who is Ronald Reagan? Who is Edmund Morris? Why is there a controversy surrounding the book that Morris has written about Reagan? How many years did Morris take to write the biography of Reagan? Why may some dispute the book's legitimacy as a biography?

2. What biographies and autobiographies have you read? How do you know if the events and thoughts they contain are factual or not? Do you think that a fictional element can lend truth to a book or a movie? Explain.

3. Are you aware of any biographies or documentaries that tell very different stories about the same person or event? For example, some documentaries create a very positive portrait of the late President John F. Kennedy, and others portray him in a negative light. Try to think of other examples that show two very different viewpoints of the same thing. How is it possible to end up with differing presentations of the same person or event?

4. Both films and books can create three separate genre based on actual events:
   - the documentary, which is supposed to be based on actual facts, documents, expert opinions, historical writings and newsreels;
   - the docudrama, which is based on actual events and/or people, but may be enhanced by fictional elements; and
   - historical fiction, based in an actual historical time period, but peopled with fictional characters and subplots.

   Ask students to come up with examples of each of the three categories. Discuss the merits and educational value of each.

LINKS:
http://www.newsweek.com/nw-srv/talk/cover/990929/front.htm
http://shop.barnesandnoble.com/booksearch/isbnInquiry.asp?userid=5QJ4ECFT0W&mscssid=NVK2KT2
http://newsweekinteractive.com/nw-srv/issue/10_99a/tnw/today/ps/ps02su_1.htm

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EDITOR'S NOTE:
biography
Edmund Morris

WORLDVIEW

Fast Fact : Art of the Pyramids

1. Where is the Metropolitan Museum of Art located? What is the purpose of the ancient Egyptian art exhibit? How many pieces of Egyptian art are on display? What is the origin of the art displayed in the exhibit? Do you think this exhibit is important? Why/why not?

2. Refer groups of students to print and online resources to learn more about the history and culture of ancient Egypt. Have groups share their findings. Ask students: Who were the Egyptians? What was the role of art in ancient Egyptian civilization? Who were the pharaohs? What were the Egyptians' beliefs about the afterlife? What are the pyramids? What are the different beliefs surrounding the origin of the pyramids?

3. Next, refer students to the first website below to learn more about the exhibit. Have small groups of students prepare a presentation about one of the following questions: How does Egyptian art reflect ideas about life after death? OR How were status and power portrayed in Egyptian art? Instruct groups to select a piece of art from the museum's online exhibit to illustrate their ideas. Following the presentations, discuss how other civilizations represent the powerful.

   EXTENSION: The Egyptian art exhibit reflects the culture of Egypt during the age of the pyramids. Challenge students to consider how contemporary art reflects modern civilization. Have each student refer to multimedia resources to select a contemporary piece of art. Instruct students to prepare a report about how the piece of art reflects modern civilization. Have students share their reports and discuss.

LINKS:
http://www.metmuseum.org/htmlfile/newexhib/egyptian.htm
http://www.egyptology.com/reeder/
http://www.pbs.org/plweb-cgi/fastweb?getdoc+pbsonline+pbsonline+40735+0+wAAA+egypt%26pyram

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Inside Asia : Chinese Folk Art

1. What is folk art? What is the origin of Chinese folk paintings? How are Chinese folk paintings different from traditional forms of Chinese painting? Why did Nancy Hsu create "Eternal China, Visions of Village Life"?

2. Group students. Inform students that there are different forms of Chinese folk art, in addition to painting. Refer each group to the websites below to prepare a presentation about a specific form of Chinese folk art. Direct each group to identify the history of the art form, what the art form reveals about Chinese culture, and examples of the art. If possible, have each group demonstrate the techniques used to create this form of folk art.

LINKS:
http://www.coe.uh.edu/~cxy09435/htm/mix1.html
http://www.okcom.net/~ggao/WorldLinQ/chinasites/cir_folk.html
http://www.c-c-c.org/ex/folkart.html
http://www.folkart.com/

Russian Church Bells : Russian Church Bells

1. What skills are involved in church bell ringing? Why do you think that the number of bell ringers diminished under Communist rule? How is the Orthodox Church attempting to renew an interest in the art? Who won the competition depicted in the news story? What was unusual about this?

2. In what ways can bell ringing be seen as an art form? How have church bells been modernized in the United States and other countries? Are church bells rung in your community? If so, what do you think of them? What differences would you expect to hear between electronically-played bells and those rung by people, as in the Russian Orthodox churches?

3. Challenge students to look for recordings by Russian composers that contain church bells. Play these portions of the recordings in class. Ask students to discuss the importance of the bells within

the compositions. What would be lost without them?

4. Direct students to think of other cultural arts that are being lost in today's fast-paced culture. Have students write comparison/contrast papers in which they relate a dying art to an endangered species. What is ultimately lost when an art/a species is gone?

LINKS:
http://www.ocf.org/OrthodoxPage/reading/on.bells.html
http://ourworld.compuserve.com/homepages/DouglasHartman/art.htm
http://www.pbs.org/weta/faceofrussia/timeline-index.html

EDITOR'S NOTE:
ancient Egypt
N.Y. Metropolitan Museum of Art
Cultural Revolution
Russian Orthodox church
folk art
China

NEWSROOM CHRONICLE

Young Writer : Young Writer

1. What was Richard Mason's "big dream"? How has this dream come true? What is the title of his bestseller? To what literary classic is it being compared?

2. According to his agent, how is Richard unique as a writer? Where did Richard grow up? How did his upbringing affect his perspective? What was apartheid? How might growing up in South Africa in a white, anti-apartheid family impact one's sense of fairness? Do you think a sense of fairness an important asset for a writer? Explain.

3. Referring back to this segment, generate a class discussion about Richard Mason's "message." How might his personal experiences, such as growing up in South Africa, have shaped his attitude about making choices? Next, present students with a list of books and allow each to choose one to read. When they are finished reading, have each student conduct research to learn more about the author of the chosen book. Direct each student to write a brief analysis of the book's message and offer theories as to how the author's background shapes the content of that message.

LINKS:
http://www.twbookmark.com/books/80/1570426910/index.html
http://www.oregonlive.com/books/99/06/bk990602_heltzel.html
http://gus82570.hypermart.net/drowning_people.htm

EDITOR'S NOTE:
Richard Mason
F. Scott Fitzgerald
narrative
anti-apartheid

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 25, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 05:10... 07:45
-Pat Buchanan is expected to bid for the presidential nomination of the Reform Party.
-Donald Trump may try for the Reform Party's nomination.

YOUR DAILY DESK ... 00:50... 08:35
Environment Desk ... 02:10... 10:45
Los Angeles considers a controversial new law to reduce the number of stray dogs and cats.

Environment Extra: Pumpkin Crisis ... 02:05... 12:50
Summer droughts and fall's Hurricane Floyd have created a pumpkin shortage.

WORLDVIEW ... 00:35... 13:25
Top of the World ... 06:15... 19:40
The U.S. government sponsors a program to teach young Russian leaders about American democracy.

Information Please ... 02:40... 22:20
In Australia, a woman runs a preserve for orphaned baby kangaroos.

Fast Fact ... 02:20... 24:40
In the Northwestern U.S., cranes begin their winter migration.

NEWSROOM CHRONICLE ... 00:45... 25:25
Our World ... 01:40... 27:05
Studies show academic benefits from participating in music and drama activities.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Reform Party

1. What is the Reform Party? Who founded it, and how does it differ from the Democratic and Republican parties? Who are the candidates likely to bid for the presidential nomination of the Reform Party? What have their party affiliations been up to this point?

2. Direct students to resources that will give them more information about the Reform Party, Pat Buchanan and Donald Trump. Have students present their findings in class. Ask: In what ways are these men similar and different? Based on the directives of the Reform Party, which man seems to be the best candidate to represent this party? Explain.

3. If Buchanan gets the Reform nomination, who might he pull with him as followers? In what ways could this affect the Republican and Democratic candidates? What have you learned about his positions on economic, social, national, and international affairs? What would you envision for the U.S. if he were to win the presidential election? Would you vote for him? Why or why not?

4. What has Donald Trump said about his opponent? What do you know about Trump? How do you think that he would direct the nation's affairs were he elected President of the United States? Would you vote for him? Why or why not?

5. Neither Trump nor Buchanan have past experience in an elected political office. Challenge students to consider the requirements of anyone running for the office of President of the United States. Ask: Are these requirements sufficient? Is there anything you would add to the list? What is it, and why would you add it?

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1999/10/24/buchanan.reform.party/
http://www.cnn.com/ALLPOLITICS/stories/1999/10/24/trump.reform.party/
http://dailynews.yahoo.com/h/nm/19991024/ts/politics_trump_2.html
http://dailynews.yahoo.com/h/nm/19991022/pl/politics_buchanan_1.html
http://www.reformparty.org/
http://issues2000.org/Pat_Buchanan.htm
http://www.thestandard.net/companies/company_display/0%2C1591%2C40473%2C00.html

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EDITOR'S NOTE:
Reform Party
liberal
social conservatism
protectionist

YOUR DAILY DESK

Environment Desk : Spay or Pay

1. What is the "epidemic" plaguing Los Angeles? What radical solution is being proposed to address this issue? Why are pet breeders unhappy with the proposal? In what ways is this issue being handled differently than other issues?

2. What are the supporting arguments for and against the proposed ordinance? Considering all the comments in the news story, how do you think this issue should be resolved? What behavioral and physical adaptations do you think these domesticated animals have developed to survive without human owners? In other animals, what usually happens to decrease a population that has grown too large for its supporting environment? Why hasn't this happened to these strays? If nothing is done about this issue, what do you think will happen to these dogs and cats as "nature takes its course"?

3. In animal populations, causes such as disease and predation often reduce an overgrown population down to the size an ecosystem can support. When this happens, the cause is called a limiting factor. In this case the city council is considering imposing artificial limiting factors to decrease the stray

cat and dog populations. Have your students research the natural and artificial limiting factors that played a role in situations such as:

- Reducing prairie dog populations in the western US
- Decreasing numbers of red-shouldered hawks
- Removing mite infestations in farms of the mid-western US
- Other examples provided by students.

Discuss your students' answers to this question: In what situations, if any, do you think it is ethical for humans to impose an artificial limiting factor? Have students justify their answers with examples from their research. Return your students' focus to the issue of strays in Los Angeles. Have your students supply ethical solutions to this problem against the backdrop of their research.

LINKS:
http://www.odyssey.ycg.org/generalecology.htm#Ecological
http://www.csuchico.edu./~pmaslin/fbiol/lmfct.html
http://www-nais.ccm.emr.ca/schoolnet/issues/risk/birds/ebirds/rdshldhwk.html

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Environment Extra: Pumpkin Crisis : Environment Extra: Pumpkin Crisis

1. Which state is second in pumpkin production? How much of Mickey Shuback's pumpkin crop is a failure? What damages have other pumpkin growers reported? What results will these crop failures create for consumers?

2. Have students check on prices of pumpkins locally and ask sellers how these prices compare to those of last year's crop. If there is a difference, have them ask the sellers if they know why there is a difference. Ask students: Has your family bought any pumpkins for the season's holidays and celebrations? Have they had trouble finding what they wanted? Why or why not?

3. Have students research why pumpkins are associated with Halloween. They can report their findings in class and discuss the origins of the holiday and any controversies associated with it. Ask students if they carve pumpkins (or used to when they were younger). What kinds of faces did they try to create? Why?

LINKS:
http://www.lsbonline.com/wpd/sa/pumpkins.html
http://www.jp.kids-commons.net/vc96/vc-16/hallow.html
http://www.carolynsuniverse.com/halloweenhistory.html
http://www.halloween-online.com/carve.html

EDITOR'S NOTE:
annihilation
puppy mills
drought
famine

WORLDVIEW

Top of the World : Russians Coming

1. What was the purpose of the young Russian leaders' visit to the U.S. this summer? On what aspects of America's democratic system did the Russian leaders focus? What was the Marshall Plan? How was the Russian visitors program similar to the Marshall Plan?

2. What is democracy? Why do you think the U.S. government sponsored the Russian visitors program? In the story, U.S. Representative Hoyer states that "the more exposure they (the Russian leaders) get to the U.S., to democracy, to free enterprise, the better their country will be. And to the extent they succeed, we'll be better off as well." What is the meaning of this statement? Do you agree? Why/why not? Do you think the Russian visitors program was a good idea? Explain.

3. Instruct each student to assume the role of an American citizen, political leader or businessperson. Have each student prepare a presentation for the young Russian leaders about an aspect of American culture that best illustrates a democratic principle. Have students give their presentations, and discuss them in class.

4. Inform students that in 1991 "the Soviet Union was officially dismantled, and the communist regime there came to an end. Democracy has since been introduced in Russia and other former Soviet republics, and in 1992 the people of the Russian Republic elected Boris Yeltsin--a prodemocracy, procapitalism candidate--as their president." Refer groups of students to multimedia resources, including the websites below, to learn more about the evolution and current status of democracy in Russia. The following questions are intended to help guide students in their research:
    1. What is democracy? What is communism? How do democracy and communism differ?
    2. What is the correlation between a democracy and capitalism? Can one exist without the other?
    3. What is a free-market economy? What is a state-controlled economy? What is the difference between the two?
    4. What steps has President Boris Yeltsin taken to revitalize the Russian economy and establish a democratic political system in Russia?
    5. How has organized crime and political corruption affected political and economic reform in Russia?
    6. What is the composition and function Russia's parliament?
    7. How have the Russian people responded to Yeltsin's political reforms?
    8. How have democratic nations and the International Monetary Fund responded to Russia's political and economic reforms?

    Reconvene groups and have them share their findings. Next, have each student write a report, or conduct a class debate, about whether or not democracy can take root in post-soviet Russia.

LINKS:
http://www.departments.bucknell.edu/russian/chrono.html
http://www.closeup.org/russia.htm
http://www.heritage.org/library/index/g2.html
http://wwics.si.edu/PROGRAMS/REGION/KENNAN/KENMAIN.HTM
http://wwics.si.edu/WHATSNEW/OTHERnews/EVANS.HTM

Information Please : Kangaroo Lady

1. Who is Lesley Harrison? What are joeys? How did the joeys become orphaned? How does Ms. Harrison fund her program? What happens to Ms. Harrison's joeys once they have grown?

2. Kangaroos are a type of marsupial. Marsupials are mammals that carry their young in an abdominal pouch during their early development. Refer students to online resources, including the websites below, to learn more about marsupials. Group students. Have each group prepare a presentation about a marsupial, its geographic distribution and habitat. Instruct students to identify the function of the marsupial's pouch, its predators, and why its habitat is ideal. Following the presentations, have each group identify the location of its marsupial on a world map. Marsupials have been on the earth for about 65 million years. Have students discuss the geographic evolution of the different marsupials. Ask students: Why have marsupials existed for so many years in the same geographic region?

3. "By the late 20th century, the number of kangaroos in Australia had increased to the point that the animals had to be systematically reduced by hunting because its natural predators (such as the

thylacine) had been virtually eliminated by Australian farmers." Ask students:

1. Why is having too many kangaroos a problem in Australia?
2. How do you feel about using hunting as a means of population control?
3. Is hunting the only way to curtail the kangaroo population?
4. How would the kangaroos' ecosystem be affected if the kangaroos were to become extinct?
5. How does your country deal with the over population of animals?

Following discussion of these questions, have students conduct a debate about whether or not hunting should be used to control an animal population.

LINKS:
http://vger.rutgers.edu/~tempest/marsupia.htm
http://www.aaa.com.au/A_Z/K.shtml
http://www.newave.net.au/~rescue/w5.htm

Fast Fact : Cranes Migrate

1. What type of bird is profiled in the video? Why is this species of bird so special? What is migration? Why do you think birds (and other animals) migrate? Do you think Bob Johnson's work is important? Explain.

2. Cranes can be divided into two groups: migratory and non-migratory. Refer groups of student to multimedia resources to research facts about migratory and non-migratory cranes. Groups will want to learn more about the crane's characteristics, diet, habitat, migration, behavior, and conservation efforts. Assist the class in using their information to design and create a website about cranes.

   EXTENSION: Origami is the art of creating objects by folding a sheet of paper in precise steps. Developed in Japan for ceremonial purposes, origami dates back to the Heian Period (741-1191); However, it continues to be enjoyed by children as a popular pastime. One type of origami is called "senbazuru," which is composed of 1000 folded paper cranes connected with a thread for hanging. Senbazuru is derived from the ancient Japanese belief that one can have one's wishes come true by folding one thousand paper cranes. Refer students to online resources, including the last two websites below, to learn more about the history of senbazuru, the significance of the crane in Japanese culture, and how to make an origami crane.

LINKS:
http://www.npwrc.usgs.gov/resource/distr/birds/cranes/movement.htm
http://www.r1.fws.gov/malheur/cranes.htm
http://eelink.net/EndSpp/
http://mothra.rerf.or.jp/ENG/Hiroshima/DidYouKnow/102.html
http://www.csi.ad.jp/suzuhari-es/1000cranes/paperc/index.html

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EDITOR'S NOTE:
Marshall Plan
bushland
wallaby
joeys
migrate
cranes
docent
democracy

NEWSROOM CHRONICLE

Our World : Art Lessons

1. What is meant by the phrase "arts equals smarts"? What were some of the specific findings of studies done by the Department of Education?

2. Do you play an instrument or sing in a chorus? If yes, can you tell what role mathematics has in music? Do you do well in math studies? Does the study by the Department of Education make sense to you? Why or why not? Does it make sense to you that those participating in theater activities may be more empathetic and tolerant than others? Explain.

3. Challenge students to learn more about studies that link music and math education. Also ask them to consider the role of other kinds of extracurricular activities on academic studies and to write a short essay about their ideas. They might consider, for instance, the role of math in one of their favorite sports or the importance of history in drama.

LINKS:
http://dailynews.yahoo.com/h/ap/19991022/pl/art_lessons_1.html
http://musica.uci.edu/

EDITOR'S NOTE:
empathy
Department of Education

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 26, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:30... 03:00
Top Story ... 03:20... 06:20
Two-time U.S. Open Champion Payne Stewart dies in a plane crash.

In the Headlines ... 02:20... 08:40
ARGENTINA ELECTS NEW PRESIDENT

YOUR DAILY DESK ... 01:15... 09:55
School Soda ... 02:15... 12:10
U.S. school administrators are being criticized for allowing soda to be sold in schools.

WORLDVIEW ... 01:15... 13:25
Top of the World ... 04:10... 17:35
Five years ago the U.S. came close to a major war with North Korea.

FYI: Congo Polio ... 01:55... 19:30
Polio continues to be a problem in undeveloped countries like the Congo.

Inside Africa ... 02:45... 22:15
Kenya is loosing important Asian investors because of crime.

NEWSROOM CHRONICLE ... 01:40... 23:55
Democracy in America: Campaign 101 ... 03:10... 27:05
-U.S. presidential candidate, Pat Buchanan, switches to the Reform Party.
-The University of California at Berkley offers a course about the inner workings of political campaigns.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Payne Stewart: 1957-1999

1. Who was Payne Stewart? How did he die? What contributions did Mr. Stewart make to the field of professional golf? What were some of the highlights of his career? How did Payne Stewart's father influence his career?

2. How do you feel about the loss of Payne Stewart? Do you think Mr. Stewart was a good role model? Explain. What challenges do you think Mr. Stewart's family faces as a result of his death? Do you think Mr. Stewart's death will impact the golfing community? Explain.

3. Refer students to the websites listed below to learn about the life of Payne Stewart. Instruct each student to assume the role of either a colleague, family member, or a fan. Then, have each student prepare a two-minute eulogy of Mr. Stewart that he/she will read at his funeral.

4. In spite of the press that airplane crashes receive, flying is still statistically one of the safest ways to travel. Use this opportunity to have students investigate the statistics behind the different forms of travel (plane, car, ship, train) and share their findings. What accounts for each mode's statistics? How can travelers assist in making their journeys safe in each case?

LINKS:
http://cnn.com/US/9910/25/wayward.jet.07/
http://pgatour.com/
http://www.golfweb.com/u/ce/multi/pgatour/0,1977,1506442,00.html
http://www.faa.gov/
http://www.ntsb.gov/

In the Headlines : In the Headlines

1. Who was Juan Peron? How long did he rule Argentina? What was his political legacy? Who is Fernando de la Rua? With what political party is he affiliated? Why is the election of Fernando de la Rua politically and historically significant? Does Fernando de la Rua's government have a stable base of power? Explain.

2. Refer students to multimedia resources, including the websites below, to learn more about the recent history of Argentina. Ask students to identify the answers to the following questions:
   1. What economic reforms were introduced by President Menem? How did these reforms impact the government, economy and citizens of Argentina?
   2. Which South American nations comprise the Mercosur trade group, the world's third largest customs union? What is Argentina's relationship with these nations?

   After discussing these questions, have each student write a report about the challenges that Fernando de la Rua will encounter when he assumes his role as President of Argentina.

LINKS:
http://cnn.com/WORLD/americas/9910/25/argentina.election.02.reut/index.html
http://www.latinworld.com/
http://ladb.unm.edu/retanet/

EDITOR'S NOTE:
PGA
President-elect Fernando de la Rua
Peronism
President Carlos Menem
Argentina
Payne Stewart

YOUR DAILY DESK

School Soda : School Soda

1. Why are some U.S. schools selling soda? What is the Child Nutrition Act? Why is selling soda in school controversial? How much soda does the average teenage boy drink a day? Do you think this statistic is concerning? Why/why not?

2. What is a nutrient? Why is good nutrition important? Should people be concerned about the amount of sugar they consume? Explain. Do you monitor the nutritional content of the food you eat? Why/why not? Do you drink soda? Why/why not?

3. The Child Nutrition Act mandates that American schools sell only nutritious foods. Refer students to the second website below to learn about the Food Guide Pyramid and the new "Unified Dietary Guidelines." Next, divide your class into five groups. Assign each group a day during the week to assess the nutritional composition of the meals served at your school. Have each group share its findings and discuss whether or not these meals are nutritionally sound. If not, what changes could be made to enhance the nutritional content of the meals.

4. This story addresses both physical and public health issues. Have students define the term "public health," and identify the physical and public health issues associated with selling soda in schools. Next, divide your class into four groups to debate whether or not schools should sell soda. Have each group represent the interests of either dairy owners, school administrators, nutritionists, or students (who should reflect a pro-choice perspective). Following the presentations, have each student share his/her personal opinion about whether or not soda should be sold in schools.

LINKS:
http://www.eatright.org/
http://www.eatright.org/child/pyramid.html
http://www.cspinet.org/new/soda_10_21_98.htm
http://www.acsh.org/press/releases/soda102198.html
http://www.cspinet.org/
http://www.cspinet.org/new/soda_10_21_98.htm

EDITOR'S NOTE:
Child Nutrition Act
entrepreneurs
legislation
public health

WORLDVIEW

Top of the World : Korea War - How Close?

1. What happened a month ago between the U.S. and North Korea? What similar events occurred five years ago? Why did these events nearly create a war? What prevented military action from happening? Who were the key players during these events, and what were their strategies? What are economic sanctions? Why do you think that former U.S. President Jimmy Carter was able to arrange a peaceful solution when those in power could not?

2. Refer students to multimedia resources, including the websites listed below, to find the answers to the following questions: What was the Korean War? Why are North and South Korea two separate countries? What are the differences in their governments? Why do many countries disagree with and fear the policies of North Korea?

3. Why did North Korea agree to freeze its nuclear program five years ago? What did they receive? Do you think that if there was more pooling among countries of needed resources that they would be less aggressive? Why or why not?

4. Beyond the nuclear threat, North Korea is an international concern because of its buildup of chemical and biological weapons. Refer students to online resources to learn more about this issue, and about biological and chemical weapons, including anthrax. Next, facilitate a discussion to help students learn about the consequences of using these weapons. Have students consider ways that the international community, NATO, and the U.N. could create incentives for countries to eliminate their stockpiles, and stop research on biological and chemical weapons.

LINKS:
http://cnn.com/US/9910/04/korea.brink/
http://www.geocities.com/Pentagon/Quarters/6808/
http://www.koreanwar.org/html/home.html
http://dailynews.yahoo.com/h/nm/19991020/pl/korea_usa_1.html
http://www.policy.com/news/dbrief/dbriefarc292.asp
http://www.fas.org/nuke/guide/dprk/index.html
http://www.newsweek.com/nw-srv/printed/int/asia/ov1817_1.htm

FYI: Congo Polio : FYI: Congo Polio

1. What was the team from the World Health Organization doing in the Democratic Republic of Congo? To be successful in eradicating polio, when and how many times would they have to innoculate the children? Why do you think this is such a hard task?

2. What African leader has led a campaign against polio in the continent? How successful has he been? Why do you think it is the war-torn countries that still have the worst problems with the disease?

3. Direct students to listed websites and other resources to learn more about polio: the nature of the disease, its causes, history, and the story of the polio vaccination. Have students use the information they learn to draft a letter to the leader of the Congo, President Kabila, explaining the importance of systematic innoculations to eliminate polio.

LINKS:
http://www.polio.com/
http://128.59.173.136/PICO/PICO.html
http://www.who.int/gpv-polio/african.htm
http://128.59.173.136/PICO/Chapters/Links.html#Eradication

Inside Africa : Kenya Asian Exodus

1. Why are wealthy businessmen leaving Kenya? What are the police and government doing about the situation? What percentage of Kenyan-Asians live in Kenya? What percentage of the manufacturing do they own? Do you think the departure of Asians will affect Kenya? Explain.

2. Why do you think that the government has not intervened to keep important business investments in Kenya? Why do you think that Indian-Kenyans would be a target of crime?

3. Direct students to multimedia resources, including the websites below, to learn more about Kenya. Ask students to investigate answers to these questions: What are some of Kenya's major problems? Do these problems cause the Kenyan government to neglect the crime that Indian-Kenyan investors suffer? Explain. Would the Kenyan government do better to increase support to these investors? Why/why not? Group students. Have each group create a governmental plan of action to entice large investors back to Kenya. Have each group present its plan and discuss the ideas in class.

LINKS:
http://www.rcbowen.com/kenya/
http://dailynews.yahoo.com/h/ap/19991022/wl/albright_africa_21.html
http://dailynews.yahoo.com/h/nm/19991014/wl/africa_albright_1.html
http://cnn.com/WORLD/africa/9906/11/kenya.protest/

EDITOR'S NOTE:
economic sanctions
Pyongyang
Korean War
Kim Il Sung
government corruption
preemptive strike
World Health Organization

NEWSROOM CHRONICLE

Democracy in America: Campaign 101 : Democracy in America: Campaign 101

1. What is the Reform Party? Who founded it, and how does it differ from the Democratic and Republican parties? Who is Pat Buchanan? Why is he switching from the Republican Party to the Reform Party? Do you think his move will affect the Republican Party? Why/why not? What is a Gallup Poll? If the presidential election were held today, according to the CNN/USA Today Gallup Poll, which candidate would win?

2. In the story Pat Buchanan states, "our vaunted two-party system is a snare and a delusion, a fraud upon the nation. Our two parties have become nothing but two wings on the same bird of prey." What is the meaning of this statement? Do you agree? Explain.

3. What is the topic of the "Campaign 101" course? Who is teaching the course? Describe the teachers' professionals backgrounds. How do you think the teachers' professional backgrounds and political orientations influence the students' learning? Why is it significant that this class is being taught at Berkley?

4. What is partisan politics? Do partisan politics influence how campaigns are run? Explain. Why should candidates never lie? Give examples to illustrate your opinion. Are you interested in politics? Why/why not?

5. Have students create a list of the U.S. presidential candidates. Refer groups of students to the websites below to learn about the presidential candidates and their campaigns. Have each group prepare a presentation about their candidate, his platforms, his campaign strategies, and the strengths and weaknesses of his campaign. Instruct students to consider the issue of campaign finance and its affect on the campaign. Following the presentations, have students determine which candidate has the most effective campaign. Ask students: What is your opinion of the election process? What changes do you think could be made to improve the process?

LINKS:
http://cnn.com/ELECTION/2000/
http://headlines.yahoo.com/Full_Coverage/US/Presidential_Elections_2000/
http://cnn.com/ALLPOLITICS/stories/1999/10/25/buchanan.reform/

EDITOR'S NOTE:
partisan politics
Gallup Poll
Reform Party

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 27, 1999

CNN NEWSROOM's Millennium Voyage addresses the issues that define the last 1000 years. Join us for the first report from this ocean-bound CNN Student Bureau on October 29th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30... 02:05
Top Story ... 05:30... 07:35
Democratic presidential candidates Al Gore and Bill Bradley prepare to face the public in a town hall meeting.

YOUR DAILY DESK ... 01:00... 08:35
Business Desk ... 01:45... 10:20
The C.I.A. creates a venture capital company to corner the market on the latest spy-ware.

Business Desk Extra: Dow Jones Additions ... 03:00... 13:20
The Dow Jones adds two technology stocks to its roster.

WORLDVIEW ... 00:35... 13:55
Taking Care of Business ... 10:20... 24:15
The Gallup Organization surveys consumer attitudes and lifestyles of Chinese citizens.

NEWSROOM CHRONICLE ... 00:30... 24:45
Artistry in Action: Annie Leibovitz ... 02:00... 26:45
An artist best known for her photographs of celebrities shifts her focus.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Town Hall Meeting

1. When will the New Hampshire Primary take place? What "first" of the political season is taking place there tonight? Which two candidates are involved in this first town hall meeting? What political party do they represent?

2. How did both Al Gore and Bill Bradley prepare for this forum? How are polls sizing up the race between the two for the nomination? What are observers predicting about the tone of tonight's town

hall meeting? Why do you think Al Gore may be in a "taunting mood?" What challenge has he issued to Bill Bradley? How do you think Bill Bradley will respond? Why?

3. Describe the style of the meeting that will occur tonight between these two candidates. How is this forum different from a debate? Why is it important that Mr. Gore and Mr. Bradley establish political differences between them? How do you think this might be done considering the format of this forum?

4. At the end of this segment we hear that the struggle between these two Democrats is "likely to remain less about what they stand for than who they are." In class discussion have students analyze this statement and discuss why who a candidate "is" is the vital component in political image-building. Then challenge students to act as "image builders" for either Democratic candidate, Al Gore or Bill Bradley. Divide the class into small groups of students. Direct each group to come up with a strategy designed to project an image for either candidate. Groups may wish to consult the candidates' websites, listed below, to help them craft the candidates' public images. Have each group share its ideas and explain why it chose that particular strategy.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/26/gore.bradley.nh/index.html
http://www.AlGore2000.com/
http://www.billbradley.com/
http://www.democrats.org/index.html

EDITOR'S NOTE:
town hall meeting
Al Gore
Bill Bradley
New Hampshire Primary
campaign finance reform
Democrat

YOUR DAILY DESK

Business Desk : C.I.A. Venture Capital

1. What is venture capital? Why do companies seek out venture capital? What risks does the venture capitalist run? What are the possible rewards?

2. For what is the C.I.A. typically known? Why has it created a venture capital company? What is the name of this company? How will the company be financed? What are its primary tasks? What challenges face the new company? What advantages does this company have? Do you think the C.I.A. should be in the venture capital business? Why/why not?

3. Ask students to consider what a potential investor might want to know before putting capital into a new company. Divide the class into groups and have each group conduct research to learn more about the business plan. Have each group share its findings in class discussion. What is a business plan? What elements should be included in the plan? How is a solid business plan crucial to the securing of outside capital? After discussion, refer students back to the video and ask: If you were head of a technology company seeking backing from the C.I.A.'s venture capital company, what points would you make sure were part of your business plan? Why?

LINKS:
http://www.investorhome.com/vc.htm

http://www.vfinance.com/bplanarticle1.html
http://www.vfinance.com/index.html

Business Desk Extra: Dow Jones Additions : Business Desk Extra: Dow Jones Additions

1. What is the Dow Jones Industrial Average? How is this index a kind of economic barometer of the U.S.? What two new companies were added to the DJIA this week? What stocks were dropped from the index?

2. How does this action reflect a fundamental shift in the U.S. economy? What are the new engines of the U.S. economy? Why is placement on the DJIA significant for these businesses and investors who own shares in them? Do you think this action is likely to have a significant financial impact on investors? Why/why not?

3. What companies are currently listed in the Dow Jones 30 Industrials? Have students consult the third website below or any other resources for a list of these companies. Then have each student select one of the companies and prepare a brief report on its performance over the past three or more years. After each student has presented his/her report, ask students to consider how the DJIA might look ten years from now, when students may be investors. Which companies may be in? Which may be out? Why?

LINKS:
http://nyse.com/
http://cnnfn.com/news/specials/new_dow/
http://cnnfn.com/markets/dow30.html

EDITOR'S NOTE:
venture capital
private sector
unclassified projects
board of directors
Dow Jones
technology sector

WORLDVIEW

Taking Care of Business : China Gallup Poll

1. What is a Gallup Poll? What type of poll did the Gallup Organization conduct in China? How will this information be used? Why might this Gallup poll be the last of its kind in China? Why do you think the Chinese government is restricting Chinese market research? Do you agree with the Chinese government's decision? Why/why not?

2. Why is brand name recognition important to manufacturers? According to the survey, 82% of the Chinese know the Coca Cola product. Why do you think Coca Cola is the most recognized international product in China?

3. Refer groups of students to Internet resources and texts to learn about the history of China during the last fifty years. Next, review the video and have students make a list of China's current lifestyle trends. Ask students: How has China's recent history influenced the nation's current lifestyle trends? Have each student give an example to support his/her opinion.

4. What are telecommunications? Throughout China telecommunications is developing at a rapid rate. How might this technology impact Chinese culture and consumer trends?

5. Refer groups of students to the video and to the second website below to select one of the results of the Gallup Organization's survey of Chinese consumer attitudes and lifestyle trends. Next, have each group develop a multimedia presentation depicting how different businesses might use the information to develop new markets. Have groups present their findings and discuss.

6. China's transition from a planned economy to a market economy began at the end of 1978. How are these economic reforms opening China to international business opportunities? Assist groups of students in conducting research to learn more about China's economic system and its evolution in recent years toward a free market. Share group findings. What evidence is there that the state-run sector is still alive and well in China? What evidence exists that points to a turn toward free enterprise? Challenge each group of students to weigh the evidence and make predictions about the state of China's economy 20 years from now.

LINKS:
http://www.gallup.com/
http://www.gallup.com/poll/reports/index.asp
http://www.nyconsulate.prchina.org/news/RestructuringEconomicSystem.html
http://www.chinaolympics.com/ctoday/economic.htm
http://www.cato.org/pubs/journal/cj16n2-3.html
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html

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EDITOR'S NOTE:
China
Gallup Poll
lifestyle trend
consumer attitudes
telecommunications
market research

NEWSROOM CHRONICLE

Artistry in Action: Annie Leibovitz : Artistry in Action: Annie Leibovitz

1. Who is Annie Leibovitz? To what does she compare the task of creating an exhibit and book on American women? Why? For what kinds of photographs is Ms. Leibovitz best known? How is her exhibit on American women different from the works that have earned her fame?

2. Why do you think Ms. Leibovitz compares looking at a woman's face to "looking at a landscape"? What emotions and qualities has she found in the faces of her subjects in this exhibit? Do you have a favorite photograph of a person? If so, what does the face in that photograph demonstrate for you?

LINKS:
http://www.corcoran.org/

EDITOR'S NOTE:
Annie Leibovitz
celebrity photographer

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

October 28, 1999

Don't forget to watch CNN NEWSROOM tomorrow for the first report from the Millennium Voyage!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:30... 03:20
Top Story ... 03:00... 06:20
Democrats Al Gore and Bill Bradley address voters in the first town hall meeting of the campaign.

In The Headlines ... 02:10... 08:30
VIOLENCE IN ARMENIA

YOUR DAILY DESK ... 00:45... 09:15
Science Desk ... 02:35... 11:50
There are many opinions on how the year 2000 will affect computers.

WORLDVIEW ... 00:45... 12:35
Y2K Aviation ... 01:55... 14:30
According to the FAA, not all airlines and airports are Y2K compliant.

Fast Fact ... 05:35... 20:05
Martha Finney writes about people who love their work.

Artistry in Action: Brazil Central Station ... 01:40... 21:45
Children stay off the streets by dancing in Brazil's busiest train station.

NEWSROOM CHRONICLE ... 00:30... 22:15
Homeless Teens ... 04:45... 27:00
Homeless teens face danger and hopelessness on the streets.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Town Hall Meeting

1. Where was last night's presidential town hall meeting held? Why is New Hampshire the setting for

much pre-election campaigning? Who came to New Hampshire to face voters in this town hall meeting? In what legislative body did both of these candidates serve? How did their voting records compare while they were serving in the Senate? Why is this a significant political fact?

2. What were some of each candidate's positions on issues such as education, the environment, and international affairs? Do you find Al Gore and Bill Bradley to be similar or different on these issues? Explain. How did each candidate define what makes a good leader? Do you agree with any of their statements? Explain. Does either candidate come closer to your definition of a good leader? Why?

3. Challenge groups of students to analyze this first political contest to determine whether or not one candidate came out ahead. Assist groups in consulting media resources to learn more about the candidates' responses last night. Have groups also review today's Top Story to gather information on intangibles such as image, level of comfort with the audience, sincerity, ability to communicate, and any other factors that students think voters will consider in making their decisions. Direct each group to prepare a side-by-side comparison of Al Gore and Bill Bradley in this first town hall meeting. To which candidate would each group give the advantage as a result? Why?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/26/candidate.connection.ap/index.html
http://cnn.com/ALLPOLITICS/stories/1999/10/27/debate/
http://www.billbradley.com/
http://www.AlGore2000.com/

In The Headlines : In The Headlines

1. Locate Armenia on a world map. Of what nation was Armenia once a part? When did it become independent? What neighboring countries have been sources of tension for Armenia? What happened yesterday in Armenia that demonstrates evidence of domestic problems as well? Who was killed in this raid? Why do you think the government denied that it was a coup?

2. Use this opportunity to help students learn more about Armenia and the other former Soviet republics. Divide the class into groups and have each group choose one former Soviet republic to research. Have each group present its findings. Discuss the political challenges facing these new governments and how their challenges could become significant issues for other nations as well.

LINKS:
http://cnn.com/WORLD/europe/9910/27/armenia.04/
http://www.armeniaonline.com/aolroot.cfm
http://www.odci.gov/cia/publications/factbook/am.html

EDITOR'S NOTE:
Bill Bradley
Al Gore
town hall meeting
Dartmouth College
Armenia
Soviet Union
coup
prime minister

YOUR DAILY DESK

Science Desk : Y2K: What to Believe

1. What are the "three strike-outs" that have already occurred in predicting Y2K-related difficulties? Do you think these have diminished public concern about the impending transition to the year 2000? Explain. What role does Dan Tynan think the media has played in characterizing the Y2K phenomenon? What advice does consultant Dick Lefkon offer about Y2K advisors? How much of an impact does John Koskinen of the President's Council on Y2K believe Y2K will have?

2. In this story, what is the range of responses to the Y2K problem? Of the many opinions offered in this story, with whom do you agree or disagree? Explain. What are the "four g's" of those who believe in widespread catastrophe as a result of Y2K? What provisions does Dan Tynan think families wanting to take a moderate approach should have around the house? Is your family taking any precautionary approaches to Y2K? Explain.

3. Have your students dig deeper into the Y2K computer problem by doing the following:
    1. Form groups.
    2. Choose one of the Y2K problem scenarios below to investigate:
        - In the year 2000, a government computer calculates the ages of people by subtracting the year of their birth from the current year. For example, if you were born in 1986, right now the computer would subtract 86 from 99.
        - A corporate payroll computer calculates whether or not it is a leap year. The method used by the computer is: If the year is divisible by four, but not by one hundred, it is a leap year (note: there is an exception to this rule that happens only once every four hundred years.)
    3. Research why this situation could pose a problem for computers in the year 2000 using the websites listed below.
    4. Explain what possible "ripple" effects this computer problem could cause.
    5. Investigate and explain currently available solutions.

    Have groups share their findings and then, based on the story and what they learned through their research, have them discuss whether they think Y2K's impact will be minor, moderate, or severe.

LINKS:
http://www.cgcs.org/y2k12/compliance_guide.htm
http://y2k.uillinois.edu/html/what_is_y2k_.html
http://www.cgcs.org/y2k12/step_1.htm

EDITOR'S NOTE:
Y2K
apocalypse
conundrum

WORLDVIEW

Y2K Aviation : Y2K Aviation

1. What is Y2K? What is the FAA? According to the FAA, which areas of the aviation industry are Y2K compliant? Which areas are not compliant?

2. Why do you think 1,900 smaller U.S. airlines have yet to report whether or not they are Y2K compliant? Why is this a problem? How has Senator Chris Dodd responded to this problem? Do you agree or disagree with his proposed legislation? Explain.

3. Refer students to multimedia resources, including the second website below, to learn more about whether civil aviation systems in different countries are Y2K compliant. Have each student select a country and prepare a presentation about the background of the country, and the status of the country's air traffic services, airports and air carriers. Instruct each student to identify the steps taken by the country's government to make its civil aviation system Y2K ready. If a country's aviation system is noncompliant, have students determine the obstacles that are preventing the government from making the system Y2K ready. Following the presentations, ask students:
    1. What problems do you think might occur if all airlines and airports are not Y2K compliant?
    2. Should the international community assist noncompliant nations to become Y2K ready? Why/why not?
    3. Does a lack of Y2K readiness mean that there will be safety problems? Explain.
    4. In the event adverse conditions are expected, what type of contingency plans should be made to enhance the safety of air travel?
    5. Would you fly on January 1, 2000? Why/why not?

LINKS:
http://www.faay2k.com/
http://www.y2ktransport.dot.gov/fly2k/

Fast Fact : Find Your Calling

1. Who are Diane and Skip, and how do they feel about their fishing occupation? What does Diane plan to do soon? Why? How do Diane and Skip think that it will affect their lives?

2. What other people has Martha Finney interviewed? What has Ms. Finney done with the information she has gathered? How does Ms. Finney feel about what she does for a living?

3. What has Ms. Finney learned about people who love their work? How do these people view life and work? What are your plans for work as an adult? Are you planning to do something that you love for a living? Why or why not? Do you agree with Ms. Finney, that work is a "very valuable, large aspect of the human experience?" Explain. How can work shape an individual?

4. Have students identify what it means to be professionally successful. Challenge students to interview three people who are successful at their work. Have students ask the following questions:
    1. Why did you choose this career? How long have you been in this business?
    2. Have you always been in this career, or did you switch careers? If you did switch, why?
    3. Do you love what you do? If you were given a million dollars right now, would you continue to work in this field? Would you work at all? Why/why not?
    4. If you could choose to do any job, what would it be, and why?

    Have students share answers in class to see if they find results similar to Ms. Finney's evaluations. Instruct students to write essays about their own career plans.

LINKS:
http://www.heartlandatwork.com/welcome.html
http://www.att.com/features/0198/heart.html
http://www.amazon.com/exec/obidos/ISBN%3D0684831694/002-6218397-7626064

Artistry in Action: Brazil Central Station : Artistry in Action: Brazil Central Station

1. What is the Moonlight Project? How is it helping children in Rio de Janiero? How many people pass through Rio's Central Station on an average day? What do the children give to the busy people? How does the dancing help the children?

2. Have you ever seen a group freely performing in a public place? If so, what was your reaction to the

entertainment? Have you ever performed in a public place? If yes, how did you feel, and what was the response from passersby?

LINKS:
http://artmedia.net/bcn/members/bnp/bnp.html
http://www.excite.com/travel/countries/brazil/rio_de_janeiro
http://lanic.utexas.edu/ilas/brazctr/

EDITOR'S NOTE:
Federal Aviation Administration
paralegal
Rio de Janiero
Moonlight Project

NEWSROOM CHRONICLE

Homeless Teens : Homeless Teens

1. Approximately how many teenagers live on the streets of Seattle? Why are they homeless? Why do you think many were reluctant to talk on camera?

2. What is life like for teenagers who live on the streets of Seattle? How does Shilo use his experience as a homeless teen to help others who are homeless? Why do you think these teens often lose their sense of hope? How do organizations like the University District Youth Center help them regain their sense of hope?

3. Challenge students to find out whether homelessness (especially youth homelessness) is a problem in your community, and if so, what is being done about it. Direct students to learn more about the organizations that try to meet the needs of the homeless locally. If your school devotes time to community service projects, have students find out what they can do to help these organizations.

4. Assist groups of students in conducting research to identify the root causes of homelessness. Based on its findings, have each group draw up a nationwide plan to eradicate the problem of homelessness over the next decade. Have groups share their plans. Discuss the social, economic and political concerns that could prevent their plans from becoming reality. Challenge students to write to their elected representatives sharing their views on what should be done.

LINKS:
http://www.ce.org/topnews/patrick.htm
http://www.pixi.com/~hkipa/yo.html
http://www.youthcare.org/YCservices.htm

EDITOR'S NOTE:
homelessness
Seattle
therapist
shelters

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CNN NEWSROOM Guide

October 29, 1999

Today's program is a Special Edition devoted entirely to Today's News and the first two reports from the Millennium Voyage.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:30... 01:30
Top Story ... 04:45... 06:15
Five Republican contenders for president face-off in a town hall meeting.

Student Bureau ... 10:20... 16:35
CNN Student Bureau reporters board the *S.S. Universe Explorer* for the voyage of a millennium.

Student Bureau ... 11:00... 27:35
Modern Japanese society retains its traditional "soul."

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Town Hall Meeting II

1. Which GOP presidental candidates were on hand for the Dartmouth Town Hall Meeting? Who was absent? Why? Do you think George W. Bush's absence from this meeting will impact his campaign? If so, how? If not, why not?

2. Summarize some of the Republican candidates' views on issues like education and health care. Do you agree with any of these views? Explain. Compare what you heard from the Democratic contenders the night before to what the Republicans were saying last night. What differences, if any, do you hear? Are there any similarities? Discuss.

3. Now that students have heard from candidates from the two major political parties, introduce them to the term "ideology." Have them research the meaning of this term and share their information in class. Then have students work in groups to learn more about the general ideologies of the Republican and Democratic Parties and share their findings. As a class, comb through media resources from the past two days to secure quotes from different candidates that illustrate the ideologies of their respective parties.

4. As mentioned in the video, frontrunner candidate George W. Bush was absent from last night's meeting. Do students think any of the other candidates gained ground on Mr. Bush with their appearances? Have each student choose one of the candidates who appeared last night and conduct a critical review of his political performance. Direct students to write their analyses and share them with the class. Poll students to see if there is any consensus on who might have benefitted from this first televised forum. Discuss the political and economic disadvantages of running among a large field of contenders.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/10/28/gop.debate/
http://www.bauer2k.com/
http://www.forbes2000.com/
http://www.georgewbush.com/
http://www.senate.gov/%7Ehatch/
http://www.keyes2000.org/
http://www.mccain2000.com/

EDITOR'S NOTE:
Republicans
GOP
George W. Bush
Gary Bauer
Steve Forbes
Orrin Hatch
Alan Keyes
John McCain

Student Bureau : Millennium Voyage: Introduction

1. What kind of ship is the *Universe Explorer*? What kind of educational program does it house? How many students are on board? From how many countries and U.S. states are these students? How long will they be on board? What was the first order of business for most of the students after they boarded the ship?

2. How is the Semester at Sea different from most other educational experiences? What is the tuition for this experience? Is there any financial assistance for someone who really wants to go but can't afford the trip? Explain. Why do you think earning the money to go will make the trip mean more to Lindsay?

3. What did the ship's captain do to promote safety among the students? What is a "lifeboat drill"? What other threats to personal safety exist on board? How do most on board injuries occur? According to the captain, what is the worst thing that can happen while you are on a ship? What are your chances of survival if you fall overboard?

4. What classes are offered aboard the *Universe Explorer*? What are the objectives behind these classes? Relate some of the expectations of the students as they embark on the Millennium Voyage of the Semester at Sea. Do you think an experience such as this would have a profound impact on a person? Why/why not?

5. One potential hazard of sea travel mentioned in this segment is sea sickness. Generate a class discussion about this part of the video and what is recommended to remedy the condition. Ask students who have ever experienced sea sickness to describe the feeling. Then have students work in groups to learn more about sea sickness, including the physiology behind the condition and ways to prevent/remedy it. Share group findings. How is sea sickness related to motion sickness? Why do

students think that some travelers never experience either one?

6. Challenge students to consider how they would prepare for 100 days of study at sea. What items would they take? What could they not "live without" while on board? What clothes would they pack? Have each student write a journal entry putting himself/herself in place of one of the students embarking on this journey, and describing the preparations made up to this point. Discuss how the lifestyle aboard the *Universe Explorer* would be limiting but also provide a sense of freedom. How would life there be different from students' everyday lives?

LINKS:
http://semesteratsea.com/
http://www.gulftel.com/~scubadoc/seask.html
http://www.druginfonet.com/faq/faqseas.htm
http://www.pitt.edu/~voyage/safety.html
http://members.tripod.com/pawel99/ship.html

Student Bureau : Millennium Voyage: Japan

1. From where did the *Universe Explorer* set sail? Where was the ship's first port? How long did it take to get there? After pulling into the port of Kobe, where did the students go? What is the historical significance of the city of Kyoto? What was the students' first assignment?

2. What was Alina expecting when she first arrived in Japan? Did she observe anything that confirmed what she believed? Explain. What did Michelle notice about the people she first saw in Japan? What was she expecting to find out about Japanese traditions and ceremonies?

3. What experiences did the two girls share with the Japanese students in Kyoto? How did the Japanese students treat their traditions and culture? What is a geisha? Why do you think Alina and Michelle wanted to experience dressing and acting as geishas? How did the experience affect these American students? What do you think they learned from the experience?

4. One of the Japanese students speaks of the "Japanese soul." What does this mean to him? Explain how Japanese customs are alive among the young people in Japan. According to Michelle, how does the old and the new coexist in Japan? What impressions of Japan do you think the American students will take home?

5. How would you explain your traditions and culture to a visitor from Japan? Describe what one impression you would want a Japanese visitor to have of your culture, and how you would convey that impression.

6. What is a culture? How does culture contribute to the identity of a people? After a brief discussion focusing on these questions, divide the class into groups. Have each group choose one of these aspects of Japanese culture to research: Holidays and festivals, customs and manners, traditional dress, religion and ceremony, art, and food. Have each group make a formal presentation of its findings. Draw comparisons between Japanese culture and other cultures students have studied. Discuss the aspects of Japanese culture that make it unique and define the "Japanese soul."

LINKS:
http://www.shinnova.com/part/99-japa/abj01-e.htm
http://japaneseculture.miningco.com/culture/cultureasia/japaneseculture/
http://www.io.com/~nishio/japan/
http://www.japan-guide.com/e/e2285.html
http://www.shinnova.com/part/99-japa/abj14-e.htm

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